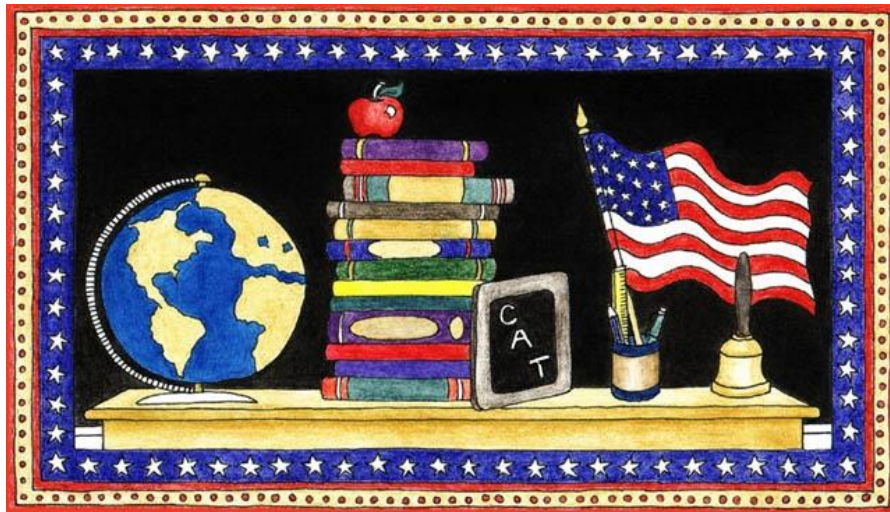


BREMEN HIGH SCHOOL

COURSE AND PROGRAM

GUIDEBOOK

2011-2012



CORE VALUES

MUTUAL RESPECT

CARING SCHOOL COMMUNITY

GREAT EXPECTATIONS

WEB SITE:

www.bps.k12.in.us

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INTRODUCTION

Bremen High School is accredited by the Indiana Department of Education as a First Class Commissioned High School and since 1915 has been a member of the North Central Association (NCA) of Secondary Schools and Colleges. NCA recently merged with the Southern Association of Colleges and School Council on Accreditation and School Improvement (CASI) and is known as "AdvancED."

WELCOME

Those of us connected with Bremen Senior High School wish to extend to you a hearty welcome. This welcome comes from the students, faculty, and all the staff (principals, cooks, counselors, aides, secretaries, and custodians).

We are here to help you make your stay in Bremen High School as profitable as we can. Over the past years the community, through the Board of School Trustees and the superintendent, has assembled a fine staff and constructed fine facilities for your use. The expenditure in time and money is freely given to insure opportunities for your pleasure and success.

Certain hopes are a part of this process. First, hopefully, you will seriously apply your efforts toward mastery of skills and knowledge made available here at Bremen High School.

Secondly, it is hoped you will participate in activities such as sports, music, clubs, and honoraries. All of these offer opportunities for experience in group action and leadership. Your school life will have additional meaning, and a new dimension can be added by your participation.

We also hope you will realize you are entering a proud school with enviable traditions. Use the school's facilities, both physical and cultural, during your time here and pass on even a greater tradition and better causes for pride.

- -Guidance Department

Educational services, programs, instruction, and facilities will not be denied to anyone at Bremen High School as the result of his or her age, race, color, national origin, sex, or handicapped condition. For further information, clarification or complaint, please contact the following person:

Russ Mikel, Superintendent
Bremen Public Schools
512 W. Grant St.
Bremen, Indiana 46506
Phone: 574-546-3929

SELECTING A CURRICULUM

Choosing a curriculum best suited to your interests, aptitudes, and abilities is one of several decisions which will eventually lead to your style of life. Serious study of college or technical school entrance requirements, career preparation requirements, and state recommended curriculum paths is strongly recommended before a final selection is accomplished. Students are required to develop a career plan which includes:

1. Student Identification Information
2. Self Assessment Information: Test Results, Interest Areas, Aptitude Tests, Strengths, and Accomplishments
3. A Four-Year High School Plan In Either A College Preparation or Technical/Vocational Preparation Curriculum
4. A Post-Secondary Education Plan
5. A Statement of Career Goals
6. A Confirmation (Signature) Log

To accurately select a curriculum path, and develop your career plan, you should consider the following:

- A. What occupation(s) do you intend to follow after graduation?
- B. Do you need additional training or education to enter these occupations?
- C. Will you need re-training to keep a job in the future?
- D. Have you conducted an honest evaluation of your skills as a student, giving thought to your level of academic effort, pleasure and satisfaction derived from working with materials; and your interest in music, art or literature?

CHANGES IN GRADUATION REQUIREMENTS

Many changes are taking place in the Department of Education concerning graduation requirements. The class of 2011 was the last class to take the ISTEP/GQE. For successive classes, students will need to pass the English 10 and Algebra I Core 40 End of Course Assessments (ECAs) in order to graduate. In addition, the Class of 2011 was the first class where the CORE 40 diploma become the required diploma for all students. Please feel free to contact the Guidance Department for clarification if needed.

CHANGES IN COLLEGE ADMISSION REQUIREMENTS

Please note that although the Core 40 Diploma is now the expected diploma for admission to a four-year college or university, many post-secondary schools have requirements above and beyond the Core 40 Diploma requirements. For example, a college may require two years of a foreign language for admission or two additional semesters of math, such as Precalculus and Trigonometry. Please check the admission requirements for each college or university you may be considering applying to before you create your schedule.

CORE 40

Your Academic Edge

Indiana's Core 40 is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce.

- **Challenging Courses = Big Rewards.** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important, because higher education pays: On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.
- **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you'll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options — and more opportunities — to find a career with a real future.
- **What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree – they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.
- **Preparation for College Success.** It's not just about getting in — it's about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admissions requirement: In fall 2011 you won't be able to start at a four-year public Indiana college without Core 40 (or a documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.
- **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.
- **Succeeding With Core 40**
Core 40 becomes Indiana's required high school curriculum in fall 2007. Students entering high school at that time will be expected to complete Core 40 as a graduation requirement.

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement gives all our students the opportunity to compete with the best. That's great news for Indiana students. To graduate with less than Core 40, a student must complete a formal opt-out process involving parental consent. See your school counselor for full details. For more information about Core 40 and your career and course plan, see your counselor and visit Learn More Resource Center at www.learnmoreindiana.org.

GRADUATION REQUIREMENTS

CLASSES OF 2012- 2015

Students wishing to earn a Bremen High School diploma must complete the following steps:

1. Pass English 10 and Algebra I Core 40 End of Course Assessment (ECA).
2. Meet all minimum requirements for either the Core 40 Diploma, Core 40 with Academic Honors Diploma, or Core 40 with Technical Honors Diploma (General Diploma only available in conjunction with the Opt-Out Process.)

Core 40 Diploma – 47 credits required*

- All students must enroll in this program
- All students must work towards meeting these requirements
- Not all students who begin this program will complete the entire curriculum (see below)
- Not meeting the Core 40 criteria may impact a student’s eligibility for admission to colleges, technical schools, and future employment opportunities. Beginning in 2011, all Indiana four-year public universities will require Core 40 as a minimum admissions requirement.
- Eligible students who graduate from an Indiana secondary school, having met prescribed Core 40 requirements, with a cumulative grade point average of at least 3.0 - 4.0 may qualify for a SSACI grant premium of 90% demonstrated need for approved tuition and mandatory fees.

Core 40 with Academic Honors Diploma – 50 credits required *

- An Academic Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established this diploma to bring honor to those students who choose challenging courses
- A gold seal is placed on the diploma, and the student’s transcript reflects the awarding of the Academic Honors Diploma
- Many state universities are giving “tuition” breaks for students who have accomplished this distinction.
- Eligible students who graduate from an Indiana secondary school with an Academic Honors Diploma, and with a cumulative GPA of at least 3.0, may qualify for a SSACI grant premium of 100% of demonstrated need for approved tuition and mandatory fees.
- No grades on any required classes may be lower than a “C” (2.0) Note: If a student receives a “C-“ in a course, this grade will remove them from the Academic Honors Diploma.
- A student must have a cumulative grade point average of “B” (3.0 out of 4.0)
- Students must also meet ONE of the following requirements:
 1. Earn 4 credits in Advanced Placement courses and corresponding exams
 2. Complete dual credit high school/college courses from an accredited postsecondary institution resulting in **6 transferable college credits**
 3. Complete a combination of 2 credits in AP courses with exams and dual credit courses resulting in **3 transferable college credits**
 4. Earn a combined score of 1200 on SAT critical reading and math sections
 5. Score a 26 composite score or higher on the ACT

Core 40 with Technical Honors Diploma – 47 credits required *

- A Technical Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established this diploma to bring honor to those students who choose challenging courses
- No grades on any required classes may be lower than a “C” (2.0)
- A student must have a cumulative grade point average of “B” (3.0 out of 4.0)
- RECOMMENDED: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission
- Complete a career technical program (related sequence of 8-10 career technical credits)
- A gold seal is placed on the diploma, and the student’s transcript reflects the awarding of the Technical Honors Diploma
- Eligible students who graduate from an Indiana secondary school with a Technical Honors Diploma, and with a cumulative GPA of at least 3.0, may qualify for a SSACI grant premium of 100% of demonstrated need for approved tuition and mandatory fees.
- Students must also meet TWO of the following requirements, one of which must be from the first 2 options:
 1. Take WorkKeys, an industry driven assessment, and score at or above a designated level on each of the three core readiness subject areas (Applied Mathematics – Level 6, Reading for Information – Level 6, and Locating Information – Level 5)
 2. Complete dual high school / college credit courses in a technical area, resulting in 6 college credits.
 3. Complete a Professional Career Internship or Cooperative Education course resulting in 2 credits.
 4. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
 5. Earn a state approved, industry-recognized certification

CORE 40 OPT-OUT PROCESS

Beginning with students who enter high school in the fall of 2007 (Class of 2011), the completion of the Core 40 become an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent or guardian, the student’s counselor (or another staff member who assists students in course selection, and the school principal must meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent or guardian determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career-academic sequence that the student will pursue is determined.
- All parties will complete and sign the necessary documentation and paperwork.

CLASSES OF 2012 AND BEYOND

THE FOLLOWING GRADUATION REQUIREMENTS ARE FOR THOSE STUDENTS WHO WILL GRADUATE IN 2012 AND BEYOND

CORE 40 DIPLOMA:

The Core 40 Diploma consists of a list of requirements established by the State School Board. The diploma is required for students seeking admission to an Indiana institution for post-secondary education. THE CORE 40 DIPLOMA IS ALSO THE EXPECTED DIPLOMA REQUIREMENT FOR ALL BHS STUDENTS.

English/Language Arts	8 credits
	English 9, 10, 11, and 12
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II ALL STUDENTS ARE REQUIRED TO TAKE A MATH OR PHYSICS COURSE DURING THEIR JUNIOR OR SENIOR YEAR.
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
Directed Electives	5 credits
	World Language: Spanish
	Fine Arts: Music, Drama, Art 2 credits (local requirement)
	Career/Technical: a logical sequence from a technical or career area 2 credits: Industrial Technology, Agriculture, FACS, Business (local requirement)
Practical Arts	2 credits
	1 credit: Personal Financial Responsibility 1 credit: Preparing for College and Careers
Physical Education	2 credits
	1 credit: PE I (1 term) 1 credit: PE II (1 term)
Health and Wellness	1 credit
Elective Courses	11 credits
	Any additional courses
TOTAL	47 credits
ECA in English 10/Algebra I	All students in the Class of 2012 and beyond must pass to graduate

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

CLASSES OF 2012 AND BEYOND

THE FOLLOWING GRADUATION REQUIREMENTS ARE FOR THOSE STUDENTS WHO WILL GRADUATE IN 2012 AND BEYOND

CORE 40 WITH ACADEMIC HONORS:

The Core 40 with Academic Honors Diploma is the most rigorous course of study required by the state of Indiana for high school graduation. Students earning this diploma must complete requirements above and beyond those required for the Core 40 diploma.

English/Language Arts	8 credits
	English 9, 10, 11, and 12
Mathematics	8 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus; Trigonometry; Discrete; Probability & Statistics; Calculus ALL STUDENTS ARE REQUIRED TO TAKE A MATH OR PHYSICS COURSE DURING THEIR JUNIOR OR SENIOR YEAR
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: World History/ Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
World Languages	6 credits (3 years) (meets directed electives)
	6 credits of one language
Fine Arts	2 credits (meets directed electives and local requirement)
	Art, Music, and Drama
Practical Arts	4 credits (meet directed electives and local requirement)
	2 credits: Industrial Technology, Agriculture, FACS, Business 2 credits (required): Personal Financial Responsibility and Preparing for College and Careers
Health and Wellness	1 credit
Physical Education	2 credits
	1 credits: PE I (1 term) 1 credits: PE II (1 term)
Elective Courses	7 credits
	Any additional courses – Career Academic Sequence Recommended
Other Requirements	Earn a grade of “C” (2.0) or above in all required courses, and Have a grade point average of “B” (3.0) or above, and Complete ONE of the following:
	<ul style="list-style-type: none"> - Two Advanced Placement courses and corresponding AP exams - Academic, transferable dual credit high school/college courses resulting in 6 college credits - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits - Score a 1200 or higher combined SAT Critical Reading and Math - Score a 26 ACT composite
TOTAL	50 credits
ECA in English 10/Algebra I	All students in the Class of 2012 and beyond must pass to graduate

REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

CLASSES OF 2012 AND BEYOND

THE FOLLOWING GRADUATION REQUIREMENTS ARE FOR THOSE STUDENTS WHO WILL GRADUATE IN 2012 AND BEYOND

CORE 40 WITH TECHNICAL HONORS:

The Core 40 with Technical Honors Diploma is the most rigorous course of study, both academically and technically, required by the state of Indiana for high school graduation. Students earning this diploma must complete requirements above and beyond those required for the Core 40 Diploma.

English/Language Arts	8 credits
	English 9, 10, 11, and 12
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II ALL STUDENTS ARE REQUIRED TO TAKE A MATH OR PHYSICS COURSE DURING THEIR JUNIOR OR SENIOR YEAR
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: World History/ Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
Directed Electives	5 credits
	World Language: Spanish
	Fine Arts: Music, Art, and Drama 2 credits (local requirement)
Practical Arts	2 credits
	1 credit: Personal Financial Responsibility 1 credit: Preparing for College and Careers
Physical Education	2 credits
	1 credit: PE I (1 term) 1 credit: PE II (1 term)
Health and Wellness	1 credit
Elective Courses	11 credits
	Any additional courses – (6-8 must be in local career-technical sequence)
Other Requirements	Earn a grade of “C” (2.0) or above in all required courses, and Have a grade point average of “B” (3.0) or above, Recommended 2 additional math credits and 4-8 World Language credits, and Complete 2 of the following, one of which must be A or B : A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college cred.) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours) E. Earn a state-approved, industry-recognized certification
TOTAL	47 credits
ECA in English 10/Algebra I	All students in the Class of 2012 and beyond must pass to graduate

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

CLASSES OF 2012 AND BEYOND

THE FOLLOWING GRADUATION REQUIREMENTS ARE FOR THOSE STUDENTS WHO WILL GRADUATE IN CLASS OF 2012

GENERAL DIPLOMA:

The General Diploma is a list of minimum requirements for a student to complete to earn an Indiana high school diploma. In order to receive this diploma, students and parents must participate in the formal Core 40 Opt-Out Process (see page #7).

English/Language Arts	8 credits English 9, 10, 11, and 12
Mathematics	4 credits 2 credits: Algebra I 2 credits: any additional math course
Science	4 credits 2 credits: Biology I 2 credits: any Physical Science or Earth and Space Science
Social Studies	6 credits 2 credits: World History 2 credits: U.S. History 1 credit: Government 1 credit: Economics
Practical Arts	2 credits 1 credit: Personal Financial Responsibility 1 credit: Preparing for College and Careers
Physical Education	2 credits 1 credit: PE I (1 term) 1 credit: PE II (1 term)
Health Education	1 credit
Career Academic Sequence*	6 credits
Flex Credit	5 credits To earn 5 Flex Credits a student must complete one of the following: *Additional courses to extend the career academic sequence *Courses involving workplace learning, which may include the following courses: °Career exploration internship °Professional career internship °Business cooperative experience °Cooperative family and consumer science °Industrial cooperative education °Interdisciplinary cooperative education °Marketing field experience *High school/college dual credit courses *Additional courses in: °Language Arts °Social Studies °Mathematics °Science °World Languages °Fine Arts
Electives	9 credits
TOTAL	47 CREDITS
ECA English 10/Algebra I	All students in the Class of 2012 and beyond must pass to graduate

*Career Academic Sequence – Selecting electives in a deliberate manner to take full advantage of career exploration and preparation opportunities.

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

SUMMER SCHOOL

Summer school (if available) is a good opportunity for students to make up classes they have failed. Summer school also provides students with an opportunity to get ahead so they can take an extra class(es) during the upcoming school year.

Classes will start daily from 8:00 a.m. to 12:00 noon for 4 weeks, with the exception of Economics which runs from at 12:15 p.m. to 4:15 p.m. for 4 weeks. Classes begin immediately following the end of the school year and are typically completed by July 4th.

Courses traditionally offered are:

BAND
ECONOMICS
ENGLISH
HEALTH
GOVERNMENT
MATH

SAE (Supervised Agricultural Experience)

To offer a summer school course, a minimum
of 15 students must be enrolled

ATTENDANCE POLICY:

Attendance policy follows the regular school attendance policy. A student will be dropped from the class if she/he is absent more than two times.

GENERAL CONSIDERATIONS

ECA (End of Course Assessments)

The class of 2011 was the last class to be required to take and pass the old ISTEP test. Classes of 2012 and beyond are now required instead to take the Algebra I and English 10 ECA (Core 40) assessments. Students will take the Algebra I ECA at the completion of the course, in whichever grade the student takes the course. (Students typically complete the course in 8th, 9th, or 10th grade).

Students will take the English 10 ECA at the completion of English 10, typically during the sophomore year. Students who do not pass these tests will have two opportunities per year during the junior and senior years to meet this requirement. Students may also be required to participate in remediation activities.

Another ECA test that students are required to take is Biology I. This ECA is taken at the completion of the Biology I course; however, students ARE NOT required to pass this exam as a requirement for graduation. Right now, the data obtained from the results of this test is only used by the state and by schools for improvement purposes and part of the "No Child Left Behind" legislation. However, it may be likely that this ECA test will become part of the graduation requirement in the future.

PASSING GRADES

To receive credit in a course, a passing grade of D- or above is required in all course work taken at Bremen High School. No student shall participate in graduation exercises unless all requirements are completed prior to this time.

DO-OVER POLICY

Bremen High School students will be allowed to re-take a class for a higher grade. Students must make the request to a Guidance Counselor and fill out the appropriate paperwork. In addition, students must follow the guidelines listed below.

Students wishing to re-take a course must agree to the following conditions:

1. Students may only retake a class if they have received a "C-" or lower.
2. When a student retakes a class, the original class and grade will remain on the transcript.
3. The grade received the second time is the grade that counts for credit and in the cumulative GPA, even if it is lower.
4. Students may only retake a course once per year for a maximum of two courses in their high school careers.
5. All retakes must be completed at Bremen High School.
6. Retakes must be completed as soon as the Master Schedule allows.
7. Students who have taken a class over are not eligible for Valedictorian or Salutatorian recognition.
8. Students will be allowed to retake a course only if space is available. The number of students enrolled in the course shall be at the sole discretion of the High School Principal.

SCHEDULE CHANGES

Students will be allowed to change their schedules for the upcoming year for ONE WEEK after the last full day of school. A schedule change WILL NOT BE ALLOWED once a course has begun unless it is at the request of a teacher and/or counselor, and permission is received from the principal. Students may, however, drop a study hall in order to add an additional course.

POST-SECONDARY/DUAL CREDIT ENROLLMENT PROGRAM

Students who meet criteria established under Board Policy #360 may enroll in courses approved by the administration which allow granting of both high school and post-secondary credit. Students interested in pursuing college-level courses while still in high school should make application to the principal prior to enrolling in any course. Copies of Board Policy #360 are distributed during registration each fall and during scheduling each spring, and are available upon request from the high school office

PHYSICAL EDUCATION REQUIREMENT

Physical Education is required. Students who have permanent physical disabilities will be required to complete an individualized program of exercise written to meet the P.E. requirement. A doctor's recommendation will be needed before school starts in the fall to allow the physical education teachers time to plan this program.

STUDY HALLS

Students are strongly encouraged to take five classes each term. Students who desire a study hall should have it placed in their schedule due to their IEP (Individual Education Plan), or ILP (Individual Language Plan), Rtl (Response to Intervention) Plan, participating in Peer Tutoring, or based on the recommendation of the Guidance Department. General Education students will be limited to one study hall per year. Exceptions will be made on a limited basis, and will be based on recommendations from classroom teachers and counselors according to individual student needs. Final approval for a student taking more than one study hall must be granted by the building principal.

WEIGHTED GRADES

As a pilot program that began in 2008-09, all ACP (Advance College Project) courses as well as AP Spanish will be weighted by adding 1/3 of a letter grade to the final term grade issued by the teacher. The weighting process will be administered in the office at the conclusion of each term after the teacher has submitted the grades to the office. As an example, if the teacher gives a grade of an A, the student will receive 4.3 points instead of 4.

EARLY GRADUATION

Beginning with the class of 2003, a student may elect to "graduate" after eleven (11) terms, provided that all graduation requirements are met, the ISTEP has been passed, and appropriate notification (application completed) is given to the Guidance Office during the scheduling process in the last term of the junior year. Early graduation may also be dependent on the individual needs of the student and whether course selections coincide with the master schedule.

- Seniors who attend the Elkhart Career Center may NOT graduate early.
- Seniors who attend Crossroads Academy in Plymouth may NOT graduate early.
- Students must be aware that all behavioral expectations must be maintained through the graduation ceremony at the end of the term.
- Final approval will be granted by the building principal.
- Students who fail a required course in Term 2 will forfeit their early graduation status and return for a full schedule during Term 3.

- Students are strongly encouraged to complete the early graduation application prior to the end of their junior year. Realizing that situations may change over the summer, students will be allowed five (5) school days in the fall to apply for early graduation.

VALEDICTORIAN / SALUTATORIAN

Valedictorian and Salutatorian will be chosen based on achieving a class rank of one (1) and two (2) respectively. Students must be on the Academic Honors Diploma track and must not have retaken any courses in their high school career.

CHANGES IN CHORUS

Students will only be allowed to take two terms of Chorus per year. Students who participate in the Choral Chamber Ensemble for two terms may take only one additional term of Chorus, preferably in the term they do not have Choral Chamber Ensemble.

FINE ARTS

Introduction to Two-Dimensional Art (9, 10, 11, 12) (4000)

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

- Credits: a 1-term course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Advanced Two-Dimensional Art (10, 11, 12)

(4004)

Prerequisites: Intro to 2-D Art, Intro to 3-D Art

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production, and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

- Credits: a 1-term course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Introduction to Three-Dimensional Art (9, 10, 11, 12)

(4002)

Prerequisite: Intro to 2-D Art

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student art work;

- aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and/or community resources in their studies.

- Credits: a 1-term course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Advanced Three-Dimensional Art (10,11,12)

(4006)

Prerequisites: Intro to 2-D Art, Intro to 3-D Art

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society; and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Ceramics (10, 11, 12)

(4040)

Prerequisites: Intro to 2-D Art, Intro to 3-D Art, Adv. 3-D Art

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students create works of art in clay utilizing the processes of hand building, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Sculpture (10, 11, 12)

(4044)

Prerequisites: Intro to 2-D Art & Intro to 3-D Art, Adv. 3-D Art

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of :

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary sculpture from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their work and in historical and contemporary sculpture.
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary sculpture, (2) responding to personal questions about the nature of sculpture, (3) reflecting on their changing definitions of sculpture, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Drawing (10,11,12)

(4060)

Prerequisite: Intro to 2-D & Intro to 3-D Art
Adv. 2-D Art

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and

- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Painting (10,11,12)

(4064)

Prerequisite: Intro to 2-D Art & Intro to 3-D Art, Adv. 2-D Art

Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function.
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;
- aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students; (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Printmaking (10, 11, 12)

(4066)

Students in Printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary prints from a variety of cultural groups, identifying relationships between context, form, and function;
- Art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary prints;
- Aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary prints, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by: (1) choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work; (2) using organizational principles and functions to solve specific visual problems; and (3) applying media, techniques, and processes with sufficient skill to communicate intended meaning. Students use a variety of materials such as linocut, etching, stencil, silkscreen, photo silkscreen, and monoprint. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students create abstract and realistic prints utilizing processes such as etching, relief, and lithograph. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find the direct correlations to other disciplines, and (7) explore career options related to printmaking. Art museums, galleries, studios, and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Media Arts: Photography/Film//Video I (10,11,12)

(4062A)

Students in Media Arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary media arts from a variety of cultural groups identifying relationships between context, form, and function;
- Art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary media arts;
- Aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary media arts, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their art work. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create photographs, films, and videos utilizing a variety of tools and dark room processes. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts. Art museums, galleries, studios, and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Media Arts: Photography/Film/Video II (10, 11, 12)

(4062B)

Prerequisite: Media Arts: Photo/Film/Video I

Students in Media Arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students will use advanced techniques to create black and white and color photographs, films, and videos utilizing a variety of tools and dark room processes. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually

And in groups, (6) find direct correlations to other disciplines, and (7) explore career options

Related the media arts. Art museums, galleries, studios, and community resources are utilized.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

MUSIC

Beginning Concert Band (9, 10, 11, 12)

(4160A, 4160B, 4160C)

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The first term (4160A) of this course is considered Marching Band, and students will be required to attend summer practices in August.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Intermediate Concert Band (10, 11, 12)

(4168A, 4168B, 4168C)

Prerequisite: Beginning Concert Band

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, image, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

The first term (4168A) of this course is considered Marching Band, and students will be required to attend summer practices in August.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Advanced Concert Band (11, 12)

(4170A, 4170B, 4170C)

Prerequisites: Beg. Concert Band & Inter. Concert Band

(4170A2, 4170B2, 4170C2)

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

The first term (4170A, 4170A2) of this course is considered Marching Band, and students will be required to attend summer practices in August.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Jazz Ensemble (Jazz Band) (9,10,11,12) (4164)

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

*Note Regarding Chorus: Students will only be allowed to take two terms of Chorus per year. Students who participate in the Choral Chamber Ensemble for two terms may take only one additional term of Chorus, preferably in the term they do not have Choral Chamber Ensemble.

Beginning Chorus (9, 10, 11, 12) (4182)

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside

of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized. (May earn three credits)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Intermediate Chorus (10, 11, 12)

(4186)

Prerequisite: Beginning Chorus

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized. (May earn three credits)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Advanced Chorus (11, 12)

(4188, 4188A2)

Prerequisite: Beg. Chorus and Inter. Chorus

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students

develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized. (May earn three credits)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Choral Chamber Ensemble (9, 10, 11,12)

(4180)

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Admission to this course is by audition only. There may be additional costs involved.
- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Piano and Electronic Keyboarding (9,10,11,12)

(4204)

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- Laboratory course

- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Applied Music (9,10,11,12)

(4200/4201)

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Laboratory course
- Credits: a 2-term course. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Electronic Music (9,10,11,12)

(4202)

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

- Laboratory course
- Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Music Theory and Composition (11,12)

(4208)

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- Laboratory course
- Credits: a 1 or 2 term course for 1 credit each term. The nature of this course allows for two successive terms of instruction, provided that defined standards are utilized.

- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
 - Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
 - A Career Academic Sequence or Flex Credit course
-

THEATRE

Musical Theatre

(10.11.12)

(0518)

Students study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. In the area of:

- Theatre history and culture:
Students recognize and study significant works of musical theatre, analyze the significance of the art form, how it has evolved, and its place in our culture today.
- Analysis and response:
Students analyze the elements and structure of musical theatre and develop and apply criteria to make informed judgments about the art form.
- The creative process:
Students participate in staging, choreographing, rehearsing, and performing an existing or original work of musical theatre.
- Integrated studies:
Students make connections between musical theatre and disciplines outside the arts, and understand the nature of musical theatre as a fully integrated art form.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- A One-Credit Course
- A Core 40, AHD, and THD Course

LANGUAGE ARTS

The Language Arts Department strongly recommends that students pass both terms in each grade level before beginning the next grade level of English. Students should not take two English courses at the same time. Experience has shown that taking two classes at one time often results in lower grades in both classes, or at least one failure.

Students who take English classes without following listed prerequisites, or who take two English classes at once, must seek permission from the Language Arts Department. Permission will be granted only when students have extreme scheduling problems.

English 9 (9, 10, 11, 12)

(1002A – 1002B)

This two-term course is for English 9 students to further develop their use of language as a tool for learning and thinking and as a source of leisure. The composition component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Student expectations emphasize both making presentations and being critical participants and listeners.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD, and THD Course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 9

English 9 Honors (9)

(1002HA, 1002HB)

Enrollment Criteria: The student must have a B+ or higher average in 7th and 8th grade English classes. In addition, scores from the 8th grade ISTEP, 8th grade NWEA test, and the STAR Reading test will be reviewed. Teacher recommendation will also be considered.

This two-term course is for Advanced Level English 9 students to further develop their use of language as a tool for learning and thinking and as a source of leisure. The composition component of language arts requires students to write extensively for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities or students to integrate other reading and language arts skills as they learn to express ideas verbally. Student expectations emphasize both making presentations and being critical participants and listeners.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD and THD Course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 9

English 10 (10, 11, 12)

(1004A, 1004B)

Prerequisite: English 9 or English 9 Honors

This two-term course of English 10 reinforces and continues to make full use of the activities and skills of English 9. The composition component gives students the opportunity to write well-organized descriptive, narrative, and expository writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. In the speech component, students are provided with opportunities to develop greater skill in choosing and employing different elements of effective oral communication. Students are expected to present a minimum of four speeches throughout the term. The literature component focuses on opportunities to respond critically, reflectively, and imaginatively to literature; practice distinguishing among the different types of contents and purposes language can hold; and identifying and forming conclusions about the literature they read.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD and THD Course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 10

English 10 Honors

(1004HA, 1004HB)

Prerequisite: Successful completion of English 9 Honors (A & B) with a grade of B or better, or by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

Enrollment criteria for students new to the honors program. The student must (1) Have NWEA scores at 70% or above on language skills. (2) Have a B+ or higher average in 9th grade English classes.

This two-term course for English 10 Honors students reinforces and continues to make full use of the activities and skills of English 9 Honors. The composition component gives honors students the opportunity to write well-organized descriptive, narrative, and expository writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. In the speech component, honors students are provided with opportunities to develop greater skill in choosing and employing different elements of effective oral communication. Honors students are expected to present a minimum of four presentations throughout the term. The literature component focuses on opportunities to respond critically, reflectively, and imaginatively to literature; practice distinguishing among the different types of contents and purposes language can hold; and identifying and forming conclusions about the literature they read. Honors students are provided with opportunities to use skills acquired in English class in real-life situations to benefit the school and the community.

- Course follows Indiana State Course Description
- A Core 40, AHD and THD Course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 10

English 11 (11, 12)

(1006A, 1006B)

Prerequisite: English 10 (A & B) or English 10 Honors (A & B)

Through an integrated study of literature, composition and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 incorporates a survey of American Literature from different periods, ranging from the early 1600’s to the present, including the reading of an American novel. The composition component of English 11 provides students with opportunities to produce a variety of forms including synthesis and analysis of information from a variety of sources in the form of a research paper. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA). Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills while learning to express ideas verbally.

- Course follows Indiana State Course Description
- A Core 40, AHD and THD Course with standards defined
- A Two-Credit Course based on Indiana’s Academic Standards for English 11

English 11 – Honors (11)

(1006HA, 1006HB)

Prerequisite: Successful completion of English 10 Honors (A & B) with a B or better, or by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

Enrollment Criteria for students new to the honors program: (1) Have passed the 10th grade End of Course Assessment (English 10 ECA); (2) Received a score above the national average on the verbal sections of the PSAT taken during the sophomore year, and (3) Hold a “B+” average in all previous high school English classes.

English 11 Honors is designed for the high achieving junior student. Through an integrated study of literature, composition and oral communication, English 11 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 Honors incorporates a survey of American Literature from different periods, ranging from the early 1600’s to the present, including the reading of two American novels. Projects that require both individual and group work to synthesize major themes from the novel as well as an understanding of the time period will be required. The composition component of English 11 Honors provides students with opportunities to produce a variety of forms including synthesis and analysis of information from a variety of sources in the form of an in-depth advanced research paper. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA). Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills while learning to express ideas verbally.

- Course follows Indiana State Course Description
- A Core 40, AHD and THD Course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 11

English 12

(1008A, 1008B)

Pre-requisite: English 11 (A&B) or English 11 Honors (A&B)

Grade 12 continues to refine students’ ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature.

The Composition component of English 12 continues to provide students with opportunities to hone their writing. Using technology, students are able to produce polished final documents, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Oral Communication (Speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD, and THD course with standards defined
- A Two Credit Course based on Indiana’s Academic Standards for English 12

Advanced English/Language Arts-College Credit (12) (Advanced College Project) (1124A, 1124B)

Prerequisite: English 9, 10, 11, or Equivalent Courses

By application per Indiana University Standards (must take SAT)

Advanced English/Language Arts, College Credit is a title covering (1) any English language, literature, and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary English language, literature, and composition course offered for dual credit under the provisions of 511 IAC 6-10.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP English provides credit to qualified high school students while simultaneously allowing students to purchase up to six hours of college credit from I.U. (Term A is W131, freshman composition (3 hours), and Term B is L202, the introduction to literature course (3 hours). The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

In Term A, students in W131 examine issues in varied disciplinary fields and cultivate reading, writing, and analytic skills. Students summarize arguments, identify the structure of claims, and examine the strength of evidence offered in support of those claims. Through a sequence of analytical responses, students demonstrate not only that they comprehend the argument of experts, but they can also formulate, articulate, and defend claims of their own.

In Term B, students in L202 explore the process of literary analysis. Students use technique for close reading, develop a framework for articulating and supporting interpretations, and work with an array of classic and contemporary texts including short story, poetry, drama, film, and novels. Students do extensive reading, write in response to literature, raise significant questions of themselves and of the text, and discover interrelationships among the works studied. The ultimate goal is for students to formulate precise, thoughtful, and in-depth responses to their reading, using the analytical powers they developed in W131.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD and THD with standards defined
- NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- A Two-Credit Course based on Indiana’s Academic Standards for English 12

Mass Media (10, 11, 12)

(1084)

Prerequisite: “B” average in English classes or permission of instructor

Mass Media provides a study of television, film, newspaper, radio, and videotape as sources of information, persuasion, and creative expression. This course helps students develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media productions. It should also help students to judge media critically and understand the use of persuasive language and strategies. Opportunities are provided for students to generate material for mass media, such as (1) radio and television material, (2) slide-tape presentations, (3) film, and (4) newspaper articles.

- A One-Credit Course
- May Be Taken For Two Terms Per Year
- Editors Are Allowed To Take Three Terms Per Year

Advanced Speech & Communication – College Credit (11,12)(Advanced College Project)(1078)

Prerequisite: English 10 (A & B)

By application per Indiana University Standards (must take SAT)

ACP Speech continues with the skills learned in sophomore and junior speech assignments. The course emphasizes the theory and practice of public speaking, training in thought processes necessary to organize speech content, and analysis of components of effective delivery and language. Students will deliver speeches to inform and persuade in either extemporaneous or manuscript delivery style.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP provides credit to qualified high school students while simultaneously allowing students to purchase up to three hours of college credit from I.U. The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

- Course follows Indiana State Course Descriptions
- A Core 40, AHD, and THD Course with standards defined
- A One-Credit Course based on Indiana’s Academic Standards for English 12

Language Arts Lab (10, 11, 12)

(1010)

Prerequisite: ENL students must have successfully completed Levels 1 & 2 of ENL, or test into Level 3. Sophomores will be assigned to this class based on 9th grade English grades and 9th grade NWEA scores for remediation purposes. Juniors who have not passed the English 10 ECA will also be assigned to this class.

Language Arts Lab is a remediation course designed to help students who have not yet developed proficiency in the application of the reading-language arts standards. It provides assistance to those students who have demonstrated deficiencies in language and reading skills required for the successful completion of the English/Language Arts section of the End of Course Assessments (English 10 ECA) test. This is the new English component of the exit exam that students must pass in order to graduate. Students gain reading, writing, speaking and listening skills necessary to perform successfully both in the school and in the community. Using an integrated approach to teach the Indiana Reading-Language Arts Standards, the program instills a lifelong interest in, as well as an appreciation for, reading and writing. Individualized computer instruction focuses on grammar and reading problems specific to the student. Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 and focusing on the Writing Standards (Standards 4,5,6).

- This Course Does Not Meet English Credit Requirements For Graduation
- A One-Credit Course
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- The Nature Of This Course Allows For Successive Terms Of Instruction

English at a New Language (ENL)

(1012)

Prerequisite: Based on English proficiency placement test results, Level 1 and 2 students will be placed in ENL.

Goal: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

English as a New Language, an integrated English course based on *Indiana's English Language Proficiency Standards (ELP)* that are linked to *Indiana's Academic Standards for English/Language Arts (Standards 1-7)* in Grades 9-12, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing, and comprehension of standard English. Using conversation, discussion, and readings appropriate to their proficiency levels, students speak and write English so that they can function within the regular school setting and an English-speaking society.

In this English as a New Language course, students also to do the following:

- Read and discuss the use of language and interpersonal communication in the English-speaking cultural context.
- Study English vocabulary used in fictional texts and in content area texts.
- Write in response to the readings and discussions in this course and deliver oral presentations appropriate to the English-proficiency levels of students.

NOTE:

- (1) Credits for this course may be taken concurrently with other courses in the English/language arts area.
- (2) A maximum of eight (8) credits may be earned through this course title in the language arts area.
- (3) Providing the ENL course work addresses *Indiana's Academic Standards for English /Language Arts*, four (4) credits accrued can be counted as part of the eight (8) required English/language arts credits listed in the Core 40 curriculum.
- (4) A maximum of four (4) directed elective credits can be earned in the world language area for the Core 40 diploma.

Biblical Literature (11,12)

(1002)

Prerequisites: English 9, English 10, or teacher recommendation

Biblical Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Literature Standards*, is a study of the *Bible*, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical *Bible*, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

- Credits: 1 credit
- A Career Academic Sequence or Flex Credit course
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

Creative Writing (11, 12)

(1092)

Prerequisites: English 9, English 10, or teacher recommendation

Composition, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Composition Standards*, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Credits: 1 credit
- A Career Academic Sequence or Flex Credit course
- NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

FOREIGN LANGUAGE

Spanish I (9,10,11,12)

(2120A, 2120B)

Level I Spanish discusses the many reasons for learning languages. It helps students to develop an understanding of the people who speak Spanish, introducing them to major holidays and typical foods, appropriate etiquette in a variety of social settings, and current events in Spanish speaking countries. The students will be able to apply effective strategies for language learning and will participate in the language in the following manners: they will respond to and give oral directions and commands; learn to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions, be able to tell about daily routines and events, ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, or schedules, comprehend brief written directions and information; read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

Spanish II (10,11,12)

(2122A, 2122B)

Prerequisite: Spanish I

Level II Spanish enables students to participate in classroom activities related to Spanish. They will be able to: ask questions regarding daily activities and personal interests; express preferences pertaining to everyday life; ask for or respond to an offer for help, participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation;

and write briefly in response to given situations, such as postcards or personal notes, phone messages and directions, as well as letters using culturally appropriate format and style. Additionally, the students may become familiar with: major geographical features, historical events, and political structures of the Hispanic world; different aspects of Hispanic culture such as visual arts, architecture, literature and music, using Spanish where appropriate; and rules of hospitality typical to the culture.

- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

Spanish III (11,12)

(2124A, 2124B)

Prerequisite: Spanish II

Level III Spanish encourages students to interact in a variety of social situations using more than rote memory formula phrases, such as seeking help in crisis situations, or participating in family occasions such as birthdays or anniversaries. They are presented with materials such as newspapers, cartoons, and manuals, as well as poetry, plays and short stories in order to read for comprehension. They are given the opportunity to complete authentic documents, such as job applications, and will write summaries or brief compositions. Using Spanish when appropriate, they will be able to describe different aspects of Hispanic culture, such as major historical events, political structures, value systems, and the arts.

- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

Spanish Language, Advanced Placement (Spanish IV)

(2132A, 2132B)

Spanish Language, Advanced Placement is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- A Career Academic Sequence or Flex Credit course

HEALTH AND PHYSICAL EDUCATION

Physical Education I (9,10)

(3542)

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes still development and the application of rules and strategies of complex difficulty in: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (5) aquatics; and (6) dances. Ongoing assessment includes both written and performance-based skill evaluations.

- Credits: 1 credit, a 1 term course
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

Physical Education II (9,10)

(3544)

Prerequisite: Physical Education I

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (4) individual and dual sports; (5) tumbling; and recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

- Credits: 1 credit per 1 term
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- A Career Academic Sequence or Flex Credit course
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

Elective Physical Education: Athletic Weight Training (10,11,12) (3560)

Prerequisite: Physical Education I & II

This course focuses on health-related activities and individual or team sports. This class is geared to the study of developing skills and attitudes that promote lifelong fitness. Students will take part in the Bigger Faster Stronger program. Much emphasis will be placed on teaching of proper lifting technique, spotting, and weight room safety. Students will understand safe and appropriate use and care of weight room equipment and facility. Other areas besides strength training that will be explored include speed development training, upper and lower body plyometric training, agility/footwork training and team sports. Students will receive performance assessments and will learn to log and assess personal daily performance. The portfolio developed during the course will help the student track their improvement while using the BFS system. All students must follow the attendance, procedures, and policies set forth by the PE Department.

- Credits: 1 credit per 1 semester. A maximum of 6 Credits may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational developed and applied without regard to gender

Health & Wellness (9,10,11,12)

(3506)

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop healthy literacy.

- Credits: 1 credit, 1 term course
- Fulfills the Health requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Current Health Issues (10, 11,12)

(3508)

Prerequisite: Health and Wellness

Current Health Issues is an elective course which focuses on emerging trends in health including, but not limited to: (1) medical technology; (2) local, state, and national health policy; (3) health care issues; (4) health careers; and (5) chronic and communicable diseases. The course is driven by student selection of topics and emphasizes individual learning techniques.

- Credits: 1 credit, 1 term course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit Course

MATHEMATICS

To meet the requirements for "Core 40", a student MUST successfully complete the level of Algebra II. ISTEP waivers require a "C" average in "Core 40" classes, or a "C" average in all courses required for graduation.

STUDENTS TAKING MATH MUST SUCCESSFULLY COMPLETE BOTH TERMS IN EACH COURSE BEFORE BEGINNING THE NEXT LEVEL OF MATH. STUDENTS WHO FAIL A TERM OF MATH SHOULD MEET WITH THEIR GUIDANCE COUNSELOR TO REDESIGN THEIR SCHEDULE. ONCE A STUDENT HAS BEGUN A MATH COURSE, THE STUDENT WILL NOT BE ALLOWED TO DROP TO A LOWER LEVEL OF MATH WITHOUT THE PERMISSION AND RECOMMENDATION OF THE INSTRUCTOR. (Failure due to a student's repeated lack of completion of homework, or other assignments and projects, will not qualify a student for this type of consideration.)

While calculators will be used to allow students to reduce time spent on homework assignments from time to time, students should not be dependent on these tools in testing situations.

Remediation

- Selected students who do not pass the required Algebra I ECA test will receive remediation services yet to be determined.

Algebra I (9,10,11,12)

(2520A, 2520B)

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) non-linear equations.

- A Core 40, AHD, and THD Course With Competencies Defined
- A Two-Credit Course

Geometry (9,10,11,12)

(3532A, 3532B)

Prerequisite: Algebra I

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning, as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

- A Core 40, AHD, and THD Course With Competencies Defined
- A Two-Credit Course

Algebra II (9,10,11,12)

(2522A, 2522B)

Prerequisite: Algebra I, Geometry, or With Teacher Recommendation
May Be Taken With Geometry

Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course includes: (1) the theorems and algorithms of algebra; (2) polynomials and polynomial functions; (3) rational exponents; (4) the complex numbers, sequences, and series; (5) the properties and graphs of conic sections; (6) permutations and combinations; (7) matrices; and (8) exponential and logarithmic functions.

- A Core 40, AHD, and THD Course With Competencies Defined
- A Two-Credit Course

Pre-Calculus / Trigonometry (10,11,12)

(2564A, 2564B)

Prerequisite: Algebra II & Geometry

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

- Recommended Prerequisite: Algebra II and Geometry
- Credits: A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Discrete Mathematics (11,12)

(2530)

Prerequisite: Algebra II

Discrete mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) Counting Techniques, (2) Matrices, and (3) Recursion. Technology, such as computers and graphing calculators should be used frequently.

- A Core 40, AHD, and THD Course With Standards Defined
- A One-Credit Course

Probability and Statistics (11,12)

(2546)

Prerequisite: Algebra II

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics; (2) probability; and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- A Core 40, AHD, and THD Course With Standards Defined
- A One-Credit Course

Advanced Mathematics, College Credit: Calculus (12) (Advance College Project) (2562A, 2562B)
 Prerequisite: Algebra I,II, Geometry, Pre-Calculus and Trigonometry
 By Application per Indiana University Standards (must take SAT)

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10.

The Advance College Project is a partnership program between Indiana University and Bremen High School. ACP Math provides Math credit to qualified high school students while simultaneously allowing students to purchase up to five hours of college credit from I.U. The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

- A Core 40, AHD, and THD Course With Competencies Defined
- A Two-Credit Course
- B- or Better in Pre-Calculus or Discrete Mathematics is Recommended

Math Lab: ECA Remediation (10, 11, 12) (2560)
 Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana’s Academic Standards for Mathematics*. This course is for students who have passed Algebra I A and B but have not passed the Algebra I ECA / Core 40 Test.

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

MULTI-DISCIPLINARY

Peer Tutoring (10,11,12) (0520)

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

- Credits: One credit per term up to 2 credits. Students must log 4200 minutes (the equivalent

of one 70 minute period for one term) to receive one credit. The 4200 minutes must be verified and they can be recorded throughout the entire school year to earn one credit.

- Counts as an Elective for all diplomas
- A Career Academic Sequence or Flex Credit course

Cadet Teaching Experience (12) (SID: 0502) (0502)

This elective course provides students in grade 12 organized exploratory teaching experiences in grades kindergarten through grade nine. All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- One Credit Class
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine. Credit is granted on the same basis as any other course.

SCIENCE

Biology I (9,10,11,12) (3024A, 3024B)

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues.

- A Core 40, AHD and THD Course (Biology) With Competencies Defined
- A Two-Credit Course

Biology II, General (10, 11, 12) (3026A, 3026B)

Prerequisite: Biology I, Chemistry I Is Also Recommended

Biology II, General, provides extended laboratory, field, and literature investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms. This course refines the students' methods of scientific inquiry and problem resolution.

- A Core 40, AHD, THD Course (Advanced Biology)
- A Two-Credit Course

Earth and Space Science I (9, 10, 11, 12)

(3044A, 3044B)

Earth and Space Science I provides a study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, land forms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues.

- A Core 40, AHD and THD Course (Earth & Space Science) With Competencies Defined
- A Two-Credit Course

Advanced Science, Special Topics : Astronomy

(3092A, 3092B)

Prerequisite: Earth and Space Science I, Algebra I (Higher level math will be helpful)

Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as astronomy. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade Level: 11-12
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Chemistry I (10,11,12)

(3064A, 3064B)

Prerequisite: Enrolled in or completed Algebra I

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety.

- A Core 40, AHD and THD Course (Chemistry) With Competencies Defined
- A Two-Credit Course

Chemistry II (11,12)

(3066A, 3066B)

Prerequisite: Chemistry I: Enrolled in or completed Algebra II

Chemistry II, General, provides for extended laboratory and literature investigations of the chemical reactions of matter in living and non-living materials. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry.

- A Core 40, AHD and THD Course (Advanced Chemistry)
- A Two-Credit Course

Physics I - Conceptual (10,11,12)

(3084A, 3084B)

Prerequisite: Enrolled in or completed Algebra I

Conceptual Physics is an introductory course with a limited use of mathematics. Physics is very math dependent, but in this course we will limit the use of math to the algebra level. Math will be used to explain and predict certain phenomena. Physics is the study of matter and energy and their interactions, it is considered to be the most basic of all sciences. Major areas of study are mechanics (motion of objects), waves (light and sound), heat, electricity, magnetism and modern physics (atomic, nuclear and relativity). Major emphases of instruction are: exploration, concept development and application which are centered about many hands-on activities.

- A Core 40, AHD and THD Course
- A Two Credit Course

Physics I - Honors (10,11,12)

(3084HA, 3084HB)

Prerequisite: Enrolled in or completed Algebra II

Honors Physics is an introductory course with an extensive use of mathematics. In this course a great amount of time will be spent solving problems and deriving mathematical equations of key concepts. Physics is the study of matter and energy and their interactions, it is considered to be the most basic of all sciences. Major areas of study are mechanics (motion of objects), waves (light and sound), heat, electricity, magnetism and modern physics (atomic, nuclear and relativity). Major emphases of instruction are: development of concepts, problem solving and the use of technology which will be the basis for a more traditional approach to the study of physics.

- A Core 40, AHD and THD Course
- A Two Credit Course

SOCIAL STUDIES

World Geography (9, 10, 11, 12)

(1546)

World Geography provides an opportunity to study the interaction of humans and their environment in space and time. This course helps students understand global patterns of physical and cultural characteristics including: (1) earth-sun relationships, (2) atmospheric and oceanic circulation, (3) land forms, (4) climate, (5) population, (6) transportation, (7) communication, (8) economic linkages, and (9) cultural diffusion. The study of cultural settings will also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography provides the opportunity to study the five basic geographic themes of: (1) location, (2) place, (3) relationships within places, (4) movement, and (5) regions as they apply to selected areas of the world. Regions selected for study will vary but will include examples from each continent. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems.

- A Core 40, AHD, and THD Course With Standards and Competencies Defined
- A One-Credit Course

World History and Civilization (10,11,12)

(1548A, 1548B)

World history and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies. This course will also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

Two terms are required for graduation (Classes of 2012 and beyond)

- A Core 40, AHD, and THD Course With Standards And Competencies Defined

World History and Civilization – Honors (10,11,12)

(1548HA, 1548HB)

This course is an advanced study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course will also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies. This course will also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

In addition, this course will require extended writing assignments, including essay tests. Students will also use primary source documents and document-based questions to strengthen and develop vital critical thinking skills while using the “Socratic Seminar” style of learning. Assignments may be more “flexible” to allow students to utilize their academic strengths while still meeting mastery goals of the standards. Students will develop leadership / mentoring skills through group projects. This course will allow students who excel in social studies an opportunity to further develop their skills in a challenging environment.

- Two terms are required for graduation (Classes of 2012 and beyond)
- A Core 40, AHD, and THD Course With Standards And Competencies Defined

United States History (11,12)

(1542A, 1542B)

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the

nation over time.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

United States History Honors (11,12)

(1542HA, 1542HB)

United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth centuries. A chronological, topical, or comparative approach is used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

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- Two Terms Are Required For Graduation
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Two-Credit Course

United States Government (11,12)

(1540)

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political

process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy

- One Term Is Required For Graduation
- A Core 40, AHD, THD Course
- A One-Credit Course

Economics (11,12) (1514)

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision-making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy

- This course fulfills the local requirement for graduation
- A Core 40, AHD, and THD Course With Standards and Competencies Defined
- A One Credit Course

Current Problems, Issues, and Events (12) (1512)

Prerequisite: It is recommended students have a B (3.0) average in all SS classes they have taken.

Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: (1) recognizing cause and effect relationships; (2) recognizing fallacies in reasoning and propaganda devices; (3) synthesizing knowledge into useful patterns; (4) stating and testing hypothesis; and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included as a requirement of this course.

- A Core 40, AHD, and THD Course
- A One or Two Credit Course

PRACTICAL ARTS

Personal Financial Responsibility (10,11,12) (4540)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs, wants and responsibilities of individuals and families, considering a broad range of economic, social, cultural, technological, environmental,

and maintenance factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of managing personal resources. Topics include analysis of personal standards, values, aptitudes, needs, wants, and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; integrating family, community, and career responsibilities into personal and family financial planning; consumer choices, rights, and responsibilities, and decision making related to meeting personal financial responsibilities. Applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming their roles and responsibilities as individuals and family members and in family, community, and career settings.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Computer Applications
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Preparing for College and Careers (9,10,11,12) (5394)

Preparing for College and Careers, High School Level addresses the knowledge, skills, and behaviors all students need to be prepared for success in their college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

- Recommended Grade Level: 9
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CAREER AND TECHNICAL EDUCATION PROGRAM

AGRICULTURAL SCIENCE AND BUSINESS

Introduction

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school, and the community as the means of education in agriculture. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the F.F.A.

The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences, which will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability, and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- Recognize how new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that vocational-technical experiences do not preclude students from going on to higher education, and in fact, participation actually enhances the opportunity. A growing number of students are combining both college preparation and workplace experiences in their high school preparation. Agricultural Science and Business and the F.F.A. programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

F.F.A.

The F.F.A. is the career and technical education which is an integral part of the vocational program of instruction in agricultural education. The many activities of the F.F.A. parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level F.F.A. activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students shall be rewarded and recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level F.F.A. activities are highly encouraged to represent their local communities, districts, and state by participating in national F.F.A. activities.

Instructional activities of the F.F.A. require participation of Agricultural Science and Agricultural Business Education students as an integral part of an Agricultural Education course of instruction and, therefore, may be considered an appropriate use of the allotted instructional time; however, vocational student organization activities may not disrupt the instructional time of other academic courses.

Indiana Young Farmers' Association (IYFA)

The Indiana Young Farmers' Association was founded in 1962 and is dedicated to furthering the educational, social, and personal opportunities of all individuals interested or involved in the agricultural industry. It acts as an avenue for continuous educational experiences for adults, so that they can take full advantage of the possibilities available in the world of agriculture. IYFA supports the needs of agricultural-based, rural communities by providing worthwhile community services, effective leadership training, and wholesome social and recreational activities for the entire family

Advanced Life Science, Animals (L) (11, 12) (5070)

Prerequisite: Admission by approval of instructor

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

- Suggested Grade Levels: 11-12
- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

- Additional academic content standards: <http://www.indianaaged.org/AgEdStandards.htm>
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

Advanced Life Science, Foods (L) (11, 12) (5072)

Prerequisite: Admission by approval of instructor

Advanced Life Science, Foods, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Life Science or Physical Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- Additional academic content standards: <http://www.indianaaged.org/AgEdStandards.htm>
- CTE funding available if taught by appropriately licensed teacher.
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

Advanced Life Science, Plants, and Soils (L) (5074)

Prerequisite: Admission by approval of instructor

Advanced Life Science, Plants and Soils, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environmental. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils.

- Highly Recommended Prerequisite: Biology and Chemistry due to course content standards
- A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- Additional academic content standards: <http://www.indianaaged.org/AgEdStandards.htm>

- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

Agribusiness Management

(11,12)

(5002A/5002B)

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Purdue University. For more information contact: als@ydae.purdue.edu

Agricultural Mechanization

(10,11,12)

(5088A/5088B)

Agricultural Mechanization is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and SMAW welding, concrete, wood, metal, electricity and electronics, recirculating aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment, building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Animal Science (10,11,12)

(5008A/5008B)

This course is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of teacher.
- A two-credit/ two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block with a maximum of six credit hours.
- Animal Science may be offered as a small animal/large animal course and or include an advanced, local content specific application such as aquaculture.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Farm Management (11,12)

(5022A/5022B)

Farm Management is a yearlong course that introduces students to the principles of farm organization and management with the utilization of technology. It covers the effects of good and poor management on a farm, economic principles, decision-making, methods for organizing and planning, getting started in the farming business, farm record keeping systems, risk management, and career opportunities in the field of farm management.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Vincennes University

Food Science (11,12)

(5102A/5102B)

This course is a yearlong program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

- Suggested Grade Levels: 11-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.

- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Fundamentals of Agricultural Science and Business (9,10,11) (5056A/5056B)

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

- Suggested Grade Levels: 9 or by permission of teacher.
- Recommended Prerequisite: None
- A two-credit/two semester course. May be offered as year long course to 8th graders for high school credit.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Horticultural Science (10,11,12) (5132A/5132B)

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher.
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Qualified students can receive dual credit with Ivy Tech Community College or Vincennes University.

Landscape Management (10,11,12)

(5136A/5136B)

Landscape Management is a yearlong course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: None
- A two-credit/two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Natural Resource Management (10,11,12)

(5180A/5180B)

This course is a yearlong program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map use, management of recreational areas, game bird and animal management, outdoor safety, and weather. "Hands-on" learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: None
- A two-credit/two-semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualified students can receive dual credit with Ivy Tech Community College.

Plant and Soil Science (10,11,12)

(5170A/5170B)

Plant and Soil Science is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the

basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two-semester course.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- After a student completes the required Core 40 Science credits, this course may be used as an additional two science credits.

Supervised Agricultural Experience (SAE) (10,11,12) SUMMERS ONLY (5228S)

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: A maximum of eight credits may be earned in this course when offered as a “non-co-op,” one hour course over eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS

Business Foundations (9,10,11,12) (4518A)

Business Foundations is the introductory course that provides a basis of business knowledge. The first part of this course acquaints students with management, marketing, law, economics, and entrepreneurship. The application and importance of business etiquette and ethics will be introduced. Instructional strategies may include simulations, projects, teacher demonstrations, presentations, and computer applications.

- A one credit course over one term (A Core 40 directed elective as a part of a technical

career area.

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: A recommended component of one or more career pathways in the Business, Management & Administration and the Marketing, Sales & Service career clusters. This course may be included as a component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Computer Applications: Introduction to Technology (9,10,11)

(5430)

Course Timetable

- Keyboarding (2 Weeks and Throughout the Term) – Skill Building
Word (3 ½ Weeks) – Basic Editing Skills, Basic Formatting, Using the Internet and Email, Creating Web Pages, Creating Tables, Creating Documents with Merge
- Excel (3 ½ Weeks) – Working with Formulas and Formatting, Working with Functions, Formulas, and Charts; Advanced Printing, Formatting and Editing; Advanced Chart Techniques
- PowerPoint (3 Weeks) – Editing and Formatting a Presentation, Setting Up a Slide Show

Course Description

Computer Applications is a business course designed to provide freshmen with the skills and knowledge base to complete projects and required elements in all disciplines. The course incorporates instruction in computer hardware and software concepts, including input and output devices, word processing, spreadsheets, graphics, and presentation software. Students will use Microsoft Office 2007 software (Word, Excel, and PowerPoint). Additional concepts and applications dealing with the school email and Internet will be included. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations, and mini-baskets/in-basket projects.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: This course may be included as a component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Computer Applications/Desktop Publishing (9,10,11,12)

(4516)

Prerequisite: Computer Applications: Intro to Technology

Computer Applications/Desktop Publishing is a course designed to integrate computer technology, decision-making, and problem-solving skills. It builds upon previously learned word processing skills to develop occupational competency. Units of instruction will include concepts and applications in the use of graphics, lay-out, and design techniques, scanners, digital cameras,

internet research, desktop publishing software, and presentation software. Several multi-media programs will be introduced and explored. Software utilized will include Microsoft Office 2007, Adobe PhotoShop, and Adobe InDesign.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: This course may be included as a component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Web Design (10,11,12)

(4574)

Prerequisites: Computer Applications: Intro to Technology

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs, including Java and Microsoft Expressions. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Computer Applications
- Credits: A one-credit course over one term
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Arts, AV Technology & Communication
 - Business, Management, & Administration
 - Information Technology
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Accounting I (10,11,12)

(4524A, 4524B)

Prerequisite: Any Freshman Level Math

Accounting I is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course will involve analyzing and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Specific topics covered are the accounting cycle/process; journalizing, ledgers, and worksheets; forms of ownership; payroll; financial statements; assets, liabilities, and owners equity; and revenue and expenses. One practice set using actual business documents is completed during this course.

- A Two Credit Course

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: Although Accounting may benefit all Indiana career clusters, it is a recommended component for several pathways in the following career clusters:
 - Agriculture, Food & Natural Resources
 - Business, Management & Administration
 - Finance
 - Hospitality & Tourism
 - Information Technology
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Accounting II (11,12)

(4522A, 4522B)

Prerequisite: Accounting I

Accounting II is an advanced level business finance course that will expand upon the principles and procedures learned in Accounting I. Emphasis will be placed on decisions made in the managerial accounting of corporations using more in-depth analysis of financial statements. Computers and accounting software will be utilized throughout the course to give students an in-depth look at automated accounting.

- A Two Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: Although Accounting may benefit all Indiana career clusters, it is a recommended component for several career pathways in the following career clusters:
 - Agriculture, Food & Natural Resources
 - Business, Management & Administration
 - Finance
 - Hospitality & Tourism
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Introduction to Marketing (11,12)

(4520)

Prerequisite: Business Foundations

Introduction to Marketing is a business course, which provides a basic introduction to the scope and importance of marketing in the global economy. The emphasis of this course will be placed on both oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to selling, promotion, pricing, purchasing, marketing information management, product/service planning, and distribution and risk management. Instructional strategies may include computer applications as well as real and/or simulated occupational experiences and projects in the marketing functions.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards/performance expectations and Indiana Academic Standards integrated at: <http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm> under Marketing Foundations
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Business and Personal Law (10,11,12)

(4560)

Prerequisite: Business Foundations

Business and Personal Law is a business course that provides the basic foundation of the legal system. The course will cover consumer rights and obligations, contractual agreements, business rights and obligations, torts, law for minors, and both criminal and civil trials. Instructional strategies may include case studies, professional mentoring, job shadowing, field trips, guest speakers, group dynamics exercises, and computer/technology applications. The trimester will conclude with a practical application project.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: A recommended component for career pathways in all Indiana career clusters since legal issues are a part of every career cluster. A recommended component for several career pathways in the following career clusters:
 - Business, Management & Administration
 - Finance
 - Information Technology
 - Government & Public Administration
 - Hospitality & Tourism
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Advanced Business – College Credit (ACP Business Administration) (11,12) (4564)

Prerequisite: By application per Indiana University Standards (must take SAT)

Advanced Business, College Credit, is a title covering (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

W100 introduces the students to a wide range of management issues. The introduction prepares students for other business courses in college and may help students choose a career. Students will be exposed to business trends, business ownership, business management, management of human resources, marketing, and managing financial resources.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP classes provide credit to qualified high school students while simultaneously allowing students to purchase college credit from I.U. The I.U. credit is transferable to many other

colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

- Recommended Prerequisites: Four or more credits in a business career pathway
- Credits: Dual college credit determined by college or postsecondary institution
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Career Clusters: This course may be included as a component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

FAMILY & CONSUMER SCIENCES - COMPREHENSIVE

Introduction

Family and Consumer Sciences at the high school level is organized into Comprehensive and Occupational programs. Family and Consumer Sciences – Comprehensive programs offer a variety of one-term and year-long courses that are designed to meet the needs of all high school students. State-approved high school FACS courses and their curriculum frameworks (available on the Internet at <http://www.doe.state.in.us/octe/facs/coursetitles.html>) provide educators with guidelines for developing local FACS programs that focus on building strong and resilient families and helping students manage personal and family issues. Concepts, standards and competencies in the FACS course frameworks provide the information and structure needed to develop a strong common identity among FACS programs across the state.

The discipline of Family and Consumer Sciences (FACS) has as its central focus preparing individuals to become independent, to transfer personal skills to the workplace, to assume family roles, to balance work and family, and to contribute to the good of the community and society. Family and Consumer Sciences Education has roots in both academic and career-and-technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential FACS preparation includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied work and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. Family and consumer Sciences Education provides the bridges needed by all students to deal with major societal issues such as work and family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. Family and Consumer Sciences Education is a catalyst to bring these issues into action-oriented skill-building educational programs by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- strengthening the well being of individuals and families across the lifespan.
- becoming responsible citizens and leaders in family community, and work settings.
- promoting optimal nutrition and wellness across the life span.
- managing resources to meet the material needs of individuals and families.
- balancing personal, home, family, and work lives.

- using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- successful life management, employment, and career development.
- functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one’s actions and success in family, community, and work life.

The idea that all aspects of life may be reduced to tasks—make a garment, prepare food, clean a room—has been replaced by emphasis on social structures, knowledge of relationships, and achievement of mutual goals. This change is reflected in the decision this discipline has made to change its name to Family and Consumer Sciences. Indiana has officially adopted the name Family and Consumer Sciences Education and “FACS” as the acronym for use in their state and local programs. The name and the acronym are used in order to communicate the transition this field has made and to focus on our vision of the future. Educational reform and new directions in the FACS program have led to FACS program standards that incorporate:

- student-centered curriculum with emphasis on hands-on involvement;
- focus on practical problem-solving skills in real-life applications;
- activities that carry into family, workplace, and community settings; activities that aid students in planning for school-to-work transitions;
- increased efforts to maximize involvement in total school programs and in development of the school’s basic educational goals for all learners; and
- learning environments, including project-based learning, designed to meet developmental needs of students.

Interpersonal Relationships (9,10,11,12)

(5364)

Interpersonal Relationships addresses the knowledge, skills, attitudes, and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles, and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (eg., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communication styles; techniques for effective communication, leadership, and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services, and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning may be required.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit.

Nutrition and Wellness (9,10,11,12)

(5342)

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of individual and family issues. Topics include: impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined
- One of six FACS courses from which students may choose three to fulfill the required health and safety credit.

Advanced Nutrition and Foods (10,11,12)

(5340)

Prerequisite: Nutrition & Wellness

Advanced Nutrition and Foods is a sequential course that addresses more complex concepts in nutrition and foods, with emphasis on contemporary economic, social, psychological, cultural, and global issues. Topics include: nutrition and wellness for individuals and families across the life span; community and world food concerns, including hunger, impacts of technology on nutrition, foods, and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences which emphasize advanced applications are required. School-based entrepreneurial enterprises, field-based observations and experiences, and service learning activities may be required components of the course.

- One-Credit Course
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- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined

Child Development and Parenting (9,10,11,12)

(5362)

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be employed to integrate suggested topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include: consideration of the

roles, responsibilities, and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, an family and societal crisis on development of the child; meeting children’s needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning may be employed as course requirements.

- A One- Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- One of the six FACS courses from which students may choose three to fulfill the required health and safety credit.

Advanced Child Development (11,12)

(5360)

Prerequisite: Child Dev. & Parenting

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; accessing, evaluating, and utilizing information, including brain/learning research and other research results; meeting needs of children with a variety of disadvantaging conditions; and exploration of “all aspects of the industry” for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or day care settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course

Housing and Interiors (11,12)

(5350)

Housing and Interiors addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of individual and family issues. Topics include: evaluation of housing styles, locations, zones, restrictions, and ownership options; managing resources to provide shelter for individuals and families, including financing options and tax considerations; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; blueprinting and floor planning skills; creating functional, safe, and aesthetic spaces; historical aspects and

contemporary trends in housing, interiors, furniture, and appliances; and, exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (eg., Habitat for Humanity) may be included. Direct, concrete applications of mathematics proficiencies in projects may be included.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined

Textiles and Fashion Technologies (9,10,11,12)

(5380)

Textiles and Fashion Technologies addresses knowledge and skills related to design, production, acquisition, and distribution in the textiles and fashion arenas. Topics include: exploration of textiles and fashion industries; elements of science and design in textiles and apparel, textiles principles and applications; social, psychological, cultural, and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning are to be included. Portfolio activities are required.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined

Adult Roles and Responsibilities (Independent Living) (12)

(5330)

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include: living independently and family function; analysis of personal standards, needs, aptitudes, and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning may be required.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined

- One of the six F.A. C.S. courses from which students may choose three to fulfill the desired health and safety credit.

F.A.C.S. Issues and Applications (12th Grade or Permission of Instructor) (5336)

Prerequisites: Child Dev/Parenting, Human Dev/Family Wellness or Nutrition/Wellness

Family and Consumer Sciences (FACS) Issues and Applications is an advanced-level project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in family and community services. This course is recommended for all students who are ready to pursue in-depth, independent study of FACS in the context of family and community services. It is especially appropriate for students with interest in human services, education, and other “helping” professions. Each student will create a vision statement, establish standards and goals, design and implement an action plan and time line, reflect on their accomplishments, and evaluate results. Authentic, independent application through internship, community-based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and collaboration with post-secondary faculty or community agencies or organizations are appropriate approaches. Service learning experiences will be required. Achievement of applicable FACS, academic, and employability competencies will be documented through a required student portfolio.

- A One, Two or Three Credit Course Over One to Three Terms
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Content Standards and Competencies Defined

INDUSTRIAL TECHNOLOGY

Communication Systems (9,10,11,12) (4780)

Communication systems help people exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the application of tools, materials and energy in designing, producing, using, and assessing communication systems. Instructional strategies introduce students to the world of communication technology through a variety of presentations, discussions, and laboratory activities. The Communications class will introduce students to several communication systems used in industry. Students will gain experience in drafting, industrial design, on-line research, computer-aided design (CAD), a variety of Internet work, and Power Point presentations. Special emphasis will be placed on CAD two-dimensional and three-dimensional drawings.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- Career Clusters: This course may be included as a component for career pathways in the [Arts, A/V Technology & Communications](#) Career Cluster
- Competencies defined

Design Processes (9, 10, 11, 12)

(4794)

Prerequisite: Communications Systems

Design processes is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into a specified artifact, process or system. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. This class will provide students with freedom of design, allowing them to create unique solutions to design problems, and is strongly recommended for anyone considering an engineering career.

- A One-Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- Career Clusters: This course may be included as a component for career pathways in the [Architecture & Construction](#), [Arts, A/V Technology & Communications](#), [Manufacturing](#), [Science, Technology, Engineering & Mathematics](#) and [Transportation, Distribution, & Logistics](#) career cluster
- Competencies Defined

Construction Systems (9,10,11,12)

(4782)

Construction technology involves the using resources efficiently to produce a structure on a site. Construction projects include building and engineering design projects. In this course, students will explore the application of tools, materials, and energy in designing, producing, using, and assessing constructed works. The Construction Systems course will introduce students to the construction industry and architecture. Using computer-aided design (CAD), students will learn to design and draw floor plans, elevations, and framing details for modern homes. Additional topics of study will include blueprint reading, solar energy systems, scale model building, famous architects and famous buildings. Several on-line research methods will be used, and presentations will be made with Power Point.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- Career Clusters: This course may be included as a component for career pathways in the [Architecture & Construction](#) Career Cluster
- Competencies defined

Construction Processes (9,10,11,12)

(4792)

Prerequisite: Construction Systems

This course is designed to help students understand how technology was used to produce our constructed environment. Buildings provide physical conditions people want and need for themselves, their activities, and their things. Structures in our environment include residential, commercial, institutional and industrial buildings in addition to special purpose facilities. The

Construction Processes course will introduce students to the construction industry and architecture. Using computer-aided design (CAD), students will learn to design and draw floor plans, elevations, and framing details for modern homes. Additional topics of study will include blueprint reading, solar energy systems, scale model building, famous architects and famous buildings. Several on-line research methods will be used, and presentations will be made with Power Point.

- A One Credit Course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- Career Clusters: This course may be included as a component for career pathways in the [Architecture & Construction](#) Career Cluster
- Competencies defined

Manufacturing Systems (9,10,11,12)

(4784)

This course provides students with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a base for technological literacy and competence. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. The Manufacturing Systems course will introduce students to the processes, systems, and materials used in manufacturing. Students will learn how products are designed and produced in industry, using both unit production and production methods. Special emphasis will be placed on furniture manufacturing systems and techniques, along with computer-aided design (CAD), safety, measurement, and quality control.

- A One Credit Course
- A Core 40 directed elective as part of a technical career elective
- Competencies defined

Manufacturing Processes (9,10,11,12) (1 Term)

(4796)

Prerequisite: Mfg. Systems

Manufacturing Processes is a specialized course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Activities will provide an understanding of the characteristics and properties of industrial material and the processing of material into consumer goods. Students may explore the properties of four solid engineering materials: metallics; polymers; ceramics; and composites.

After gaining a working knowledge of materials, students will study types of material processes: molding; forming; separating; conditioning; finishing; and assembling. The Manufacturing Processes course will provide students with further study and practice with the processes, systems, and materials used in manufacturing. Students will learn how products are designed and produced in industry, using both unit production and mass production methods. Special emphasis will be placed on furniture manufacturing systems and techniques, along with computer-aided design (CAD), safety, measurement, and quality control.

- A One Credit Course
- A Core 40 Directed Elective as Part of a Technical Career Area
- Competencies Defined

Computers in Design & Production Systems I – (CAD I) (10,11,12)

(4800A)

Prerequisite: Either Design Processes or Const. Processes

The Computer Design (CAD) course focuses on using computer systems in production drawings and related documentation for products and structures and in controlling automated production systems. It will provide students with hands-on experience in a variety of computer applications. Using AutoCAD 2000, students will learn to solve a variety of design problems and produce several types of mechanical drawings. In addition, students will learn to create computer-generated true 3-D models. Students will learn to read micrometers and vernier calipers, use reference charts, and read blueprints. Students will also gain experience with online research and Power Point presentations.

- A One Credit Course
- A Core 40 Directed Elective Under “Computers” or as Part of a Technical Career Area.
- Competencies Defined

Computers in Design & Production Systems II – (CAD II) (10,11,12)

(4800B)

Prerequisite: CAD I

This course is the second half of a two-term sequence of instruction focusing on the use of computer systems in production drawings and related documentation for products and structures and in controlling automated production systems. Students will experience advanced level applications of the CAD system, PowerPoint presentation software, and related multimedia applications. Emphasis will be placed on 3-D drawing, and at least six different methods of 3-D drawing will be studied.

IVY TECH CREDIT: Juniors and seniors who take CAD I and CAD II, and receive a grade of “B” or higher, will receive three credits from Ivy Tech (TEC 102, Technical Graphics), regardless of whether they choose to attend Ivy Tech as a college student. These credits are FREE OF CHARGE and are transferable to other colleges.

- A One-Credit Course
- A Core 40 directed elective under “Computers” or as part of a technical career area.
- Competencies Defined

Fundamentals of Engineering (11,12)

(4802)

Prerequisites: Communications Systems and Design Processes

Fundamentals of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. An engineer is a highly educated and trained problem solver who engages in the functions of research, development, planning, design, production, and project management. Engineers often work as part of a team to plan, design, and supervise a product from concept to completion. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering, etc. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

- Recommended Grade Levels: 11-12
- Credits: 1 or 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- Career Clusters: This course may be included as a component for career pathways in the [Science, Technology, Engineering & Mathematics](#) career cluster

SPECIAL EDUCATION

Special Education classes are available to students with an identified disability. Students must have been evaluated within the last three years by a qualified psychologist or psychometrist. A case conference is held to determine the appropriate placement of students in the continuum.

Continuum of Services:

Bremen Public Schools educates students in the least restrictive environment. This means that to the maximum extent appropriate, students with disabilities are educated with nondisabled peers. A continuum of services is available to meet the individual needs of students with disabilities and makes provision for supplementary services to be provided in conjunction with the general education placement.

Life Skills – Offered 3 Terms

(6131, 6132, 6133)

This course will focus on transitioning from high school to adult living. The areas of concentration will be independent living, employment/job skills, and recreation and leisure as needed from goals in a student's individual education plan (IEP).

Vocational Training

(6231, 6232, 6233)

This work experience is a pre-vocation program designed for students with mild, moderate, and low functioning learning disabilities. Students are introduced to vocational skills and then apply skills to an actual job. Students are evaluated weekly. The amount of training time will be specified in a student's individual education plan (IEP).

Home Living Class

(6331, 6332, 6333)

Pre-requisite: Life Skills Class

Open to students who are on Certificate track who have needs to learn skills to use at home and in the community. The curriculum will be developed for the individual needs of the student. It may include cooking, cleaning, shopping, leisure, self-care, and personal management. This class will take place in the classroom and through community-based experiences.

VOCATIONAL EDUCATION

Interdisciplinary Cooperative Education (11,12)

(5902A, 5902WA)

Prerequisites: In order to be eligible for acceptance in the I.C.E. program a student must:

(5902B, 5902WB)

(5902C, 5902WC)

A. Be a junior or a senior (Can only be taken once – either junior OR senior year).

B. Have a stated occupational goal established with the guidance office.

C. Have completed course work in grades 9-11 that is related to this occupational goal.

- D. Have demonstrated reliability and responsibility by meeting attendance and discipline standards established by the Board of School Trustees.
- E. Apply for training at work stations currently available.
- F. Have transportation to and from the training station.
- G. Meet ALL application, interview, and job acquisition deadlines established by the instructor.
- H. Agree to the required training contract.

I.C.E. is a cooperative education program which spans all vocational program areas through an interdisciplinary approach. A related class meeting one period per day is conducted as part of the school's program with students employed in occupational training stations in the business and industrial community. Students must work a minimum of 15 hours per week and may work more hours per week with special permission from the program coordinator and the principal.

I.C.E. is a year-long course where students can earn a total of 6 credits for the year. I.C.E. students will be enrolled in the I.C.E. class each term and will receive one credit per term for the class component. I.C.E. students will also receive one credit per term for the work component.

Training stations are available in the following areas:

Agribusiness	Auto Repair	Auto Body Repair
Banking Services	Business Management	Building Trades
Clerical	Data Entry	Cert. Nursing Assistant
Dental Assistant	Dietary Assistant	Graphic Arts
Industrial Technology	Medical Assistant	Restaurant Management
Retail Sales	Retail Management	Tool & Die
Veterinary Assistant		Apprenticeship

I.C.E. Class: The main purpose of the I.C.E. class is to help students adjust to the situations they encounter on the job. Main areas covered are: safety on the job, career goals and research, teamwork, conflict resolution, managing money, using bank and credit card services, job application and interviewing. Students must pass the class each term in order to receive credit for the work portion.

Dismissal From The Program: There are several situations that can justify a student's dismissal from the program. These include:

- failure to comply with the policies of the employer, the school or civil law;
- receiving a failing grade at the end of any twelve week term (this includes all classes and work station);
- failure to meet school and I.C.E. attendance policies;
- being fired by the employer;
- quitting your job.

ELKHART AREA CAREER CENTER (E.A.C.C.) (11,12)

(A.M: 5900,5901,5902)
(P.M: 5903,5904,5905)

Formalized training is offered in several careers. Students wishing to attend the Career Center must apply to the Guidance Department during the scheduling process conducted prior to the end of March each year. Students must have demonstrated their interest in pursuing a program at the Career Center by completing the following preparatory steps:

- Development of a four-year plan that includes this career area;
- Completion of 9th grade career report showing correlation to selected area;
- Statement of parents' educational and career goals held for child; and
- Complete an interview with the principal.

Also, the student must have shown interest in the area selected by taking developmental classes at Bremen. These courses should be related to the designated area of interest. Candidates must also exhibit acceptable attendance and behavior characteristics during their enrollment at Bremen High School.

Since the inception of the trimester schedule in 1999, students who attended the Career Center in Elkhart have received three credits each term for a total of nine credits for the year. Due to changes at the state level in the grade reporting system at the Career Center, **beginning with the Class of 2015**, students will only be receiving two credits per term for a total of six credits for the year. It will be essential for students who wish to attend the Career Center to plan ahead in their 4 year academic plans.

Classes are conducted at the Career Center in Elkhart. Each class meets 15 hours each week. As a student at the Career Center, they will:

- Represent Bremen High School and the community of Bremen, and realize their actions and behavior reflect on B.H.S. and Bremen.
- Understand that bus service is provided to and from the Career Center, and they are required to ride the bus each day. (Exceptions: students enrolled in cosmetology, or a student who occasionally acquires permission from his E.A.C.C. instructor.)
- Realize that the bus driver is in charge of the bus, and that he/she may establish rules as he/she believes necessary; including the assigning of seats for the trips to and from Elkhart.
- Understand that the same rules concerning smoking, drugs, alcohol, etc. that apply to B.H.S. also apply to the school bus.
- Be subject to Elkhart's rules of discipline and attendance.
- Understand that problems between other students, faculty, administration or staff of the E.A.C.C. and the student may cause them to be removed from the program at any time.
- Understand that if they are removed from the program, they would have to enroll in classes at B.H.S. if courses are not filled to capacity, and provided the term has not progressed past a point that would cause failure.
- Realize that they must be in attendance in B.H.S. classes for at least 90% of the time in order to get credit for each class
- Understand that if a problem occurs which causes their removal from the E.A.C.C., the number of credits needed to graduate may not be met; and that their graduation might be delayed.
- The following is a listing of courses that may be taken at the Elkhart Career Center for the 2011 – 2012 school year. Additional information and approximate costs associated with each course may be obtained from the guidance department.

Elkhart Area Career Center
2011 – 2012
Course Descriptions

Each of these courses qualifies as a Core 40 elective course or an elective course for an Academic or Technical Honors Diploma.

Advertising Design 1 & 2:

This one or two-year program will acquaint students with the skills needed for a career as a graphic designer. First year students will learn how to produce professional graphic designs for advertising, brochures, books and other forms of printed communications through thumbnails, roughs and digital

layouts. Emphasis will be on design layout principles, the psychology and effective use of color, and creative typography. Students will explore a wide range of computer programs used for photo-editing, illustration, and design. Techniques that can be applied to web design, print media, graphics and videos will also be introduced. Second year students continue to develop advanced techniques through practice and use of state of the art software. Fundamentals are continuously reinforced as new design techniques are introduced. A well-designed and organized portfolio is also a part of both curriculums and students will be prepared for an entry-level position in the visual communications industry. Teamwork is an important aspect of this career, as in the ability to meet deadlines and present/speak competently about your artwork. An interest in art and completion of previous art classes will help you be successful in this program.

(Approximate additional cost for material/supplies = \$35-\$50)

Automotive Service Technology 1 & 2:

This class is a one or two-year program that has been certified by the National Automotive Technician Education Foundation/Automotive Service Excellence (NATEF/ASE). The Automotive Service Technology program is also a partner in Automotive Youth Education System (AYES); a non-profit organization funded and governed by fourteen of the world's largest automotive manufactures utilizing the best students in internships at local dealerships. In two years, the course involves 1080 hours of instruction following all industry standards and is taught by ASE certified instructors. It is designed to prepare students for entry-level positions as automotive service technicians or give them advanced placement opportunities in post-secondary education. First year students gain experience in shop safety, core mechanical skills, preventative maintenance, braking systems, suspension and steering systems, vehicle alignment, automatic and manual driveline systems service, and basic automotive electricity. The second year of training continues with advanced studies in engine repair, engine performance, electrical/electronic systems, and automotive management. Students have opportunities to join student organizations such as SkillsUSA, Ford/AAA Student Auto Skills, and the Coachmen's Auto Club Pit Stop Competition to compete for tool and scholarship prizes. Job shadowing and school-to-work experiences are also available to successful students in this program.

Dual Credits and Certification offered (Approximate additional cost for uniforms/tools = \$100.00)

Collision Repair 1 & 2:

Students will learn the skills needed for entry-level employment in the fast-paced environment of an automotive collision repair and refinishing facility. These skills include basic panel repairs, panel replacement, painting and refinishing, automotive detailing, automotive plastic repairs, unibody and frame damage analysis and repair, GMA (MIG) welding and oxy/acetylene use. Estimating the cost of repairs is also a part of the second-year curriculum. Students follow training guidelines set forth by the National Automotive Technicians Education Foundation (NATEF/FASE). Students that qualify can receive Vincennes University (college) credit for completion of the two-year program. Communication and math skills are also integrated into this one or two-year program. The instructors staff maintains technical certifications and has a combined total of 42 years of experience in collision repair/refinish facilities and 28 years teaching in the program area.

Dual Credit offered and Certification Pending (Approximate additional cost for uniforms/work/shoes paint/suit/personal respirator/supplies = \$200.00)

Commercial Photography 1 & 2:

Basic photography principles, which visually communicate ideas and information, are explored throughout this one or two-year curriculum. The study of current photography equipment and trends including lighting, composition, and operation of both large and medium format cameras and

processes offer the student a unique, individual opportunity to communicate creatively. Film developing, enlarging and processing in black and white, color and digital imaging are included in this class. During the second year, studio practices and portfolio development are emphasized. For job placement, students create a portfolio of their work.

Dual Credit offered (Student must own or purchase a 35mm camera = \$150.00 + approximate additional cost for materials/supplies = \$50)

Computer Aided Drafting (CAD) 1 & 2: This class uses the most current AutoDesk software to teach computer-aided drafting/design. Students learn fundamental design concepts, 2-D drafting principles, 3-D solid modeling and animation. Students will create 3-D solid models of mechanical parts and commercial and residential building from 2-D prints. When students demonstrate proficiency, they will work on “live” projects from area individuals and companies. The goal of this one or two year course is to produce entry-level professional CAD operators.

Dual Credit offered (No special equipment required. General school supplies only)

Computer/Business Technology 1 & 2:

Prerequisite: Successful completion (C or better) of one semester of keyboarding is required for this class.

This course is a one or two-year program that will provide individuals with many of the computer skills needed for a career in business. It included instruction in computer skills using Microsoft Office Suite, business document development, office procedure, public relations, accounting, and portfolio development. Microsoft Certified Application Specialist (MCAS) certification is a major component of this program. MCAS is a nationally recognized certification of Microsoft Office Suite (Word, Excel, Access and PowerPoint). You will become proficient in all aspects of Microsoft Office Suite – word processing, spreadsheets, databases and presentations. Students also have the opportunity to receive college credits before leaving high school by earning a “B” or better in this class. Other software covered includes: FrontPage, a webpage designing program, Photoshop and InDesign will be covered in the second-year curriculum.

Dual Credit and Certifications offered (Approximate additional cost for materials/supplies \$25)

Computer Networking 1 & 2:

Students will learn skills needed to be a PC or network technician, including building and maintaining microcomputers, and configuring computer networks. The class will include the Cisco Networking Academy IT Essentials and Cisco CCNA Discovery curriculums. File management and various operating systems will be taught, as well as using word processing and spreadsheet software, and using the Internet as an important resource. Major emphasis is placed on mathematics, logical sequencing, and problem solving. Academic teachers integrate skills necessary for employment in the computer technology fields. Students will prepare to take industry-standard certifications including CompTIA’s A+ and Cisco’s CCENT, the first certification towards CCNA. This is a one or two year course.

Dual Credit and certifications offered (Approximate additional cost for materials/supplies = \$25.00
Certifications = \$80.00 each)

Construction Trades 1 & 2:

First year students learn the safe use of basic hand and power tools to develop skills and techniques in the areas of carpentry, residential wiring, residential plumbing, and brick/concrete masonry. Second

year students are responsible for the total construction of a three-bedroom, two and a half bath, ranch-style house. The house is then sold to the public. Being able to use fractions and read a tape measure are essential skills for this class.

(Approximate additional cost for uniforms and tools = \$125.00)

Cosmetology 1 & 2:

Cosmetology is the scientific study of hair and skin, the art of hairstyling, hair cutting, coloring and permanent waving. Students in this class learn basic manipulative skills in hair design techniques, makeup application and skin and nail care. **The course requires a two-year, four-hour per day commitment in order to learn the skills required by the State Board of Cosmetology Examiners.**

In addition, a mandatory Junior Advancement class is held for 12 days immediately following the junior school year. Upon completion of 1500 hours of theory and practice, students are eligible to take the state cosmetology licensing examination. **Excellent attendance** is necessary to be successful in this class. NOTE: Using bus transportation is not possible for this class due to extended hours each day. Students must drive or arrange other transportation.

Dual Credit and Licensing offered

(Approximate additional cost for uniforms and equipment = \$380.00)

Culinary Arts 1 & 2:

This program uses the nationally recognized ProStart curriculum enhanced by the On Cooking textbook and offers the opportunity for ProStart certification. First year Culinary 1 is limited to Juniors only. First year students learn proper sanitation and storage of foods and basic cooking and baking principles. Basic preparation of soups, stocks and sauces; plate presentation and garnishing, cold food and salad preparation are covered, as well as sandwich and breakfast preparation and planning and preparing a four-course meal. Students also study fundamental purchasing concepts, food cost controls, customer service, business math, measurements and mathematical conversions. Second year students continue their ProStart training by studying preparation of potatoes, grains, pastas and starches; meat, poultry and seafood; advanced pastry preparations, menu design, culinary displays, centerpieces, and buffet preparation. Students continue in depth work with the On Cooking and Baking Fundamentals texts. Problem solving, teamwork and self-motivation and professionalism and stressed in this program. Advanced students will have the option of focusing on either a culinary arts or a baking and pastry arts track during their second year. Students can earn Certified Junior Culinary status from the American Culinary Federation. Students also manage the Thyme Square Café and do commercial catering events in the community. Advanced students are also introduced to the tourism and retail industry and develop a professional resume and portfolio.

Dual Credit and Certifications offered

(Approximate cost for first year is \$105.00; second year \$50.00)

Dental Health Careers:

This one-year course is designed to introduce students to the field of dentistry through classroom and lab instruction. The course focuses on dental assisting skills and includes instruction in dental terminology, infection control, oral anatomy, tooth morphology, dental emergencies, first aid and CPR. Also covered are dental charting procedures, professional ethics, preventative care, dental office procedures, four-handed dentistry, employability skills and resume writing. Once students display proficiency in the lab, they will begin a clinical experience at a local dental office.

Advanced Placement available

(Approximate additional cost for uniforms/supplies = \$200.00)

Firefighting:

The Firefighting program follows the State of Indiana Firefighting Certification curriculum. This curriculum includes instruction in the chemistry of fire, basic fire suppression tactics and the use of water and other materials in fighting fires. Students learn procedures for using various kinds of firefighting equipment such as extinguishers, pumps, hoses, ropes, ladders and hydrants. Approved self-contained breathing apparatus (S.C.B.A.) procedures are practiced, as well as the care and use of personal protective equipment. Methods of forcible entry and rescue tactics including ropes/repelling are taught. Additional training in handling hazardous materials and methods of insuring community safety are also incorporated in this class. After successful completion of this one-year class, students may qualify to earn state certifications for Firefighting and Hazardous Materials & Operations and National Incident Management System (NIMS) certification as well as weapons of mass destruction awareness certification. **NOTE: Students are required to have a State ID or valid driver's license in order to take the certification exam. They may also be required to supply a limited criminal history check to meet certification qualifications.**

Advanced Placement and Certification available

(Approximate additional cost for uniforms/supplies = \$50.00)

Health Occupations – Medical Assistant:

Health Occupations-Medical Assistant is a one-year curriculum for seniors that includes American Red Cross CPR for the Professional Rescuer certification and Medical Terminology for college credit through Ivy Tech. An introduction to Phlebotomy is offered with background in safety and legal information, and then advances to vein anatomy, blood collection tube identification and blood draw technique. Medical assisting skills such as vital signs, height, weight, and ECG and other medical office procedures are also practiced. Advancement of health care skills is gained through internship experience. **NOTE: Proof of immunization and two (2) TB tests are required prior to internship participation. This class is for seniors only.**

Dual Credit and Certifications offered

(Approximate additional cost for uniforms/supplies = \$75.00)

Health Occupations – Patient Care:

Health Occupations-Patient Care is a one-year introduction to health careers with a focus on patient care for juniors and seniors. Classroom curriculum includes certification in American Red Cross CPA and First Aid. Clinical experience takes place at local long-term care facilities. Nurse Assistant Certification from the Indiana State Department of Health is available to students who meet the classroom and clinical requirements and pass the state exams. **NOTE: A physical exam following two TB tests, proof of immunizations and a criminal history background check are required for this class. Students are required to be in a uniform every day.**

CNA Certification offered

(Approximate additional cost for physical/immunizations/uniforms/supplies = \$200.00)

Horticulture/Floral Design 1 & 2:

Horticulture students learn entry-level skills in the areas of green house management, production growing, caring for plants, how to install a pond, and basic landscaping/lawn care. Safety on the job is stressed and practiced, as well as teamwork, customer service, and a good work ethic. The floral design component of this program will teach students how to design floral arrangements and create designs for real-life occasions such as weddings, proms, and seasonal events. Customer service,

flower shop care and maintenance are also an important part of this training. Second year students will focus on their area of interest (i.e floral design, greenhouse management, landscape design, etc.) Learning management skills is also part of the second year of training.

(Approximate additional cost for uniforms/materials & supplies = \$75.00)

Digital Media 1 & 2:

From scriptwriting, storyboarding and brainstorming to lighting, videography and using professional high definition cameras, the Digital Media Program allows you to step into every role of audio/video and broadcast production. You will benefit from an intensive hands-on experience in all aspects of directing as you take part in producing an assortment of professional pre-recorded and live productions. Then broaden your skills as you help develop, produce and distribute the Elkhart Area Career Center's recruiting DVD.

Dual Credit offered

(Approximate additional cost for uniforms/supplies = \$45.00)

Early Childhood Education 1 & 2:

This one or two-year program offers a unique opportunity for students interested in pursuing careers in early childhood education. Students will receive practical hands-on experience working with infants, toddlers, preschoolers, and some preschoolers with special needs. Students practice in the four preschool classrooms, and in the Indiana licensed infant and toddler daycare centers and kitchen facility. These are all housed at the EACC. There are also opportunities for volunteer/paid experiences in community childcare centers such as Head Start. Students plan activities that are age appropriate to help the child's physical, emotional, social and cognitive growth and development. Health and safety issues pertaining to early childhood education are also studied. Students are required to have the following: a current physical, a Mantoux TB test (\$12), a multi-state criminal history background check by L-1 Identity Solutions (\$20.95), American Red Cross CPR/First Aid Certification, and Random Drug Screening. Two pairs of scrubs are recommended (\$40)

Dual Credit Available

(Approximate additional cost for materials/supplies = \$40.00)

Electronics/Robotics 1 & 2:

This one or two-year class will include theoretical and practical experiences in the classroom and laboratory to prepare students for high technology and maintenance technology in operating, programming, and troubleshooting automatic manufacturing systems that are electric or computer based. Instruction will include pneumatic and mechanical systems that are combined with digital electronics, electromechanical controls, microprocessors, and computers in the development and operation of automated systems used in industry. Some of the projects the students will develop and produce are a smart home design, a hovercraft and an automated can crushing system. **NOTE: A Prerequisite for entrance into this class is the successful completion of Algebra I.**

Dual Credit offered

(No special equipment required. General school supplies only)

Emergency Medical Services:

The curriculum for this course is designed to provide students the training and fundamentals needed for emergency medical service professions. The skills taught in the EMS program include, but are not limited to, proper procedures for driving/operating ambulances, assessing the nature and extent of illness or injury, administering first-aid treatment, assisting in removal and transport of accident victims and communicating with hospital staff to arrange reception of patients for further treatment and care. Upon successful completion of this one-year course, students may qualify to take the exam and earn state and national certification for Basic EMT. Students may also be able to earn 6-8 hours of college

credits. **NOTE: Students must be 18 years of age and hold a valid driver's license prior to participation in clinical experiences required for EMT certification.** Students may also be required to provide a limited criminal history and immunization records. This class is for seniors only.

Advanced Placement and Certification available

(Approximate additional cost for uniforms/supplies = \$50.00)

Law Enforcement:

The Law Enforcement class includes specialized classroom and lab experiences based on skills and standards used in the law enforcement and corrections field. In this one-year program, students learn patrol tactics, dealing with misdemeanors and felonies, traffic violations and parking enforcement. They practice fingerprinting and other crime scene techniques, person searches and arrest procedures, building and vehicle searches. Students are taught gun range safety and may have the opportunity to target shoot under the direction of a law enforcement training officer. Oral and written communication skills are used in practice police reports and mock court testimony. **NOTE: This class is not available to anyone with a felony conviction. Students must provide a limited criminal history check.**

Certifications offered

(Approximate additional cost for uniforms/supplies = \$50.00)

Machine Tool Technology 1 & 2:

Tool and die making is a high skill, high wage career with many opportunities for employment. Students will learn how to run a variety of machines and use special measuring equipment to prepare them for the precision machining industry. Training will involve the use of a variety of drill presses, horizontal and vertical saws, lathes, mills and grinders. Students also learn to write CNC (Computer Numerical Control) programs on CNC mill and lathe simulators and operate a CNC mill. The measuring devices that students use include micrometers, digital calipers, rulers and height gauges. Students will also collaborate with welding, robotics and computer aided drafting (CAD) programs to build projects together. Team work and trouble shooting skills will be taught and practiced. Apprenticeship programs are offered to second year students meeting the competency requirements. A number of colleges will offer students completing this course the opportunity for advanced placement in their post-secondary programs.

Dual Credit offered

(Approximate additional cost for materials/supplies = \$10.00)

Medical Office Support 1 & 2:

Medical terminology, medical insurance and billing procedures using Medisoft software are added to the curriculum taught in Computer/Business Technology. Microsoft Certified Application Specialist (MCAS) certification is also a component of this one or two-year course. Second-year students are placed in medical facilities in the community to acquire on-the-job training. Students can earn college credit in medical terminology that is transferable to other colleges and universities. **Prerequisite: Successful completion (C or better) of one semester of keyboarding is required for this class.**

Dual Credit and Certifications offered

(Approximate additional cost for materials/supplies = \$25.00)

Motorcycle/Outdoor Power Technology 1 & 2:

This program will teach you the skills to obtain an entry-level position in small engine and motorcycle repair. First year students will study and practice shop safety, shop operations, use of hand tools, component identifications, engine design, electrical systems, primary and final drives, four-strokes, two-strokes, clutch and brake systems. Second year students will expand these skills with training in customer service, engine repair, drivability, diagnostics, shop management, engine performance, alternative fuels, pneumatics, hydraulics and more. Marine mechanics will also be covered in this

class. Students will have the opportunity to earn college credit from Vincennes as well as earning factory certifications. Students will also have to opportunity to join student organizations such as Skills USA, Hot Rodders of Tomorrow, and NHRA's Youth and Education Services to compete for tool and scholarship prizes. Students that are highly successful in the program will have the opportunity to job shadow and participate in a school to work program.

Dual Credit and Certifications offered

(Approximate additional cost for uniforms/
materials & supplies = \$80.00)

Printing/Graphic Imaging 1 & 2:

First year: In your first year in this course you will learn basic desktop publishing and pre-press skills using Adobe Creative Suite 4 I our iMac Computer Lab. Students will also learn offset press operation along with many bindery techniques such as: paper cutting, folding, drilling, padding and stitching. Once basic computer skills are gained students will learn screen printing techniques, how to create displays, brochures, signage and will be introduce to basic airbrush techniques. Second Year: Having successfully completed first year requirements, students will function much more independently. At times they will function as production artists and will be assigned live projects coming into the class. Depending on the work flow they may also serve as temporary supervisors or in training of the first-year students. Additionally, these students may elect to focus on a special area of interest within our program and accomplish self-directed projects. Students will leave the class with a college bound portfolio and unique resume. Our ultimate goal is to teach each student personal accountability, self-direction and problem solving skills they will need in the future.

Advanced Placement available

(Approximate additional cost for uniform,
material & supplies \$30-\$50)

Welding 1& 2:

Students learn basic fundamentals to stick arc welding, Mig and Tig welding, oxyacetylene welding, cutting brazing, and plasma arc cutting. Students also learn the different processes and applications of Mig and Tig welding such as low carbon steel and aluminum. The curriculum also includes proper use of tools, power tools, and equipment. Students also learn different welding techniques and how to read blueprints and interpret weld symbols. Good time management is stressed. Students are expected to be on time to class and stay on task until the assigned project is completed. Employability skills, integrated mathematics and integrated English are also part of the welding curriculum. In the second year, advanced students will learn weld testing, preparing estimates and shop management skills. Outstanding students are placed in the apprenticeship program where they can earn credit and a wage at the same time.

Dual Credit and Certification offered

(Approximate additional cost for safety
clothing/equipment = \$41.00)

CROSSROADS ACADEMY (11,12)

The following two courses are offered through Crossroads Academy:

Computer Technology (A+ Program)

(5906A, 5906B, 5906C)

- 3 Terms, 2 periods per day, 6 Credits (This is a one year program)
- Grade Level: 11-12
- Students are responsible for their own transportation

Class Location & Calendar: Crossroads Academy located at 1800 Jim Neu Drive, Plymouth. Students will follow the Plymouth School Calendar.

Prerequisites: Good communication skills, basic keyboarding skills, successful completion of Algebra I. Helpful areas include computer skills classes (programming and applications). Completion of the Vocational Co-op Application and Selection by the Instructor are required.

Students will learn computer-related electronics; operation, repair and preventative maintenance of computer hardware and peripheral devices. A significant part of the program will address computer operating systems and the use of the systems for analysis of computer system errors and problems as well as installation procedures. Students shall be introduced to computer network technology for connecting and software analysis for basic troubleshooting of network systems.

At the completion of this program, the students shall be employable in entry-level technician jobs or be ready to move into the post-secondary programs of computer technology. This program provides the necessary training to take the A+ certification test.

Microsoft Certified Information Technology Professional (MCITP)

(5907A, 5907B,5907C)

- 3 Terms, 2 periods per day – 6 Credits (Can be taken for one or two years)
- Grade Level: 11-12
- Students are responsible for their own transportation.

Prerequisite: Good communication and basic keyboarding skills; Completion of the Vocational Co-op Application and Selection by the Instructor are required.

Class Location & Calendar: Crossroads Academy Located at 1800 Jim Neu Drive, Plymouth. Students will follow the Plymouth School Calendar

NEW: This course can also be offered online, where students can take the same course, but take it at Bremen High School via a computer. Students can take the course whenever their schedule allows, which provides more flexibility for the student. Another advantage is that the student does not have to travel to Plymouth every day.

The Microsoft Certified IT Professional (MCITP) credential is a professional credentialing program for individuals who will focus on a broad range of issues on the Windows 7 client operating system, desktop applications, mobile devices, networking, and hardware support. Earning this credential is the ideal way to demonstrate your ability to use Windows Vista, Windows 7 and Windows Server 2008 to excel in a job relevant in today's market.

The MCITP credential is in high demand in the business world. This widely recognized technical certification indicates that the individual has the skills necessary to lead organizations in the successful design, implementation, and administration of the most advanced Windows operating systems of Windows 7 and Microsoft Server Products.

At the completion of this program, the students shall be employable in entry-level network administrator jobs or be ready to move into the post-secondary programs of computer technology. This program provides the necessary training to take the Microsoft Certified Technology Specialist and MCITP tests.

Bremen Academy / Alternative School

(8000)

The Bremen Academy, also known as the Alternative School, is designed to assist students in meeting their educational needs by providing an alternative learning environment. This program is an option offered to past students looking to return to Bremen High School to earn their high school diploma, act as a credit retrieval option, or used when scheduling conflicts have created difficulties offering students with the needed courses in order to graduate on time. Interested students and or guardians need to inquire at the Guidance Office to obtain an application for admittance. Involvement in this program is based on the decision of a selection committee.

STUDY HALLS

Study Hall (9, 10, 11, 12)

(6000)

Students are strongly encouraged to take five classes each term. Students who desire a study hall should have it placed in their schedule due to their IEP (Individual Education Plan), or ILP (Individual Language Plan), Rtl (Response to Intervention) Plan, participating in Peer Tutoring, or based on the recommendation of the Guidance Department. General Education students will be limited to one study hall per year. Exceptions will be made on a limited basis, and will be based on recommendations from classroom teachers and counselors according to individual student needs. Final approval for a student taking more than one study hall must be granted by the building principal.

This class period is a time for students to do homework, prepare for class, or receive extra help. Study hall should be used by students who are willing to study and use their time wisely. This should not be a time for sleeping or wasting time. We encourage students to enroll in five classes each term, but if a study hall is deemed necessary, students are expected to use their time wisely or risk not being allowed to take study halls in the future. The following restrictions will apply:

- Students are limited to one study hall per year.
- We cannot guarantee a study hall during a specific term
- Exceptions will be made on a limited basis, and will be based on recommendations from classroom teachers and counselors according to individual student needs. Final approval for a student taking more than one study hall must be granted by the building principal.
- No credits will be awarded for study halls

Resource Room Study Hall (9, 10, 11, 12)

(9997, 9998, 9999)

(9994, 9995, 9996)

This is an assigned study hall for students with identified special needs who have a current Individual Education Plan (IEP) stating the need and designated amount of time appropriate for the student as determined by the case conference committee. Students will report to the Resource Room to receive additional assistance on assignments or additional instruction.

ENL Study Hall (9, 10, 11, 12)

(0003,0004,0005)

This is an assigned study hall for ENL students who are at a Level 1, 2, or 3 based on the LAS Links assessment and their Individual Learning Plan (ILP). Students at a level 4 or 5 will be assigned to a regular study hall. Students will report to an assigned area to receive additional assistance or tutoring. Building level teams consisting of ENL staff, classroom teachers, counselors, and/or administrators will monitor student progress. If monitoring shows that the student is falling behind in academic performance, the team

can refer the student back to the ENL study hall.

STUDENT ACTIVITY PROGRAMS

Bremen High School offers a variety of extra-curricular activities to help meet the developing needs and interests of the students. The student, along with the student's parents, must exercise good judgement to balance an academic program with extra-curricular activities. Decisions to participate in an activity should be based on interest in the area and the student's willingness and ability to make the necessary commitments required by the program. Students are encouraged to talk with the sponsor of the activity that they wish to join to discuss these commitments. Participation in at least one activity is recommended for every student. The following activities are presently available in the high school:

Art Club
B-Club
Bowling Club
Bremen F.F.A. Association
Cheerleading
Chess Club
DECA
Drama Club
Inter. Coop. Ed. (I.C.E.)

Intramural Basketball
Jazz Band
Key Club (Community Sponsored)
Lion's Roar Staff (Newspaper)
National Honor Society
Science Club
Spanish Club
Sprig Staff (Yearbook)
Student Council

Boys' Athletics

Basketball
Baseball
Cross-Country
Football
Golf
Soccer
Swimming
Tennis
Track & Field
Wrestling

Girls' Athletics

Basketball
Cross-Country
Golf
Soccer
Softball
Swimming
Tennis
Track & Field
Volleyball

Academic Competitions:

1. Hoosier Spell Bowl
2. Hoosier Academic Super Bowl Teams
 - English
 - Math
 - Science
 - Social Studies
 - Fine Arts
 - Interdisciplinary

In order to participate in inter-scholastic competitions and extra-curricular programs, students must meet eligibility requirements established by the Extra-Curricular Code and the Random Drug Testing program.

Since the BHS grading period is now 12 weeks in length, the academic ineligibility period will also be 12-weeks for extra-curricular participation. A student must earn four credits in the previous term in order to

retain eligibility in the following term.

